

# **2005**

# **Accountability Manual**

The 2005 Accountability Rating System  
for Texas Public Schools and School Districts

Texas Education Agency  
Department of Accountability and Data Quality  
June 2005

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# Introduction

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## ABOUT THE 2005 ACCOUNTABILITY SYSTEM

Beginning with 2005, the accountability rating system for Texas public schools and school districts is comprised of two sets of procedures—standard and alternative education. Standard procedures result in ratings assigned to standard (including non-registered alternative education) campuses, while alternative education accountability (AEA) procedures result in ratings assigned to registered alternative education campuses (AECs).

## ABOUT THIS MANUAL

This *Accountability Manual* is a technical resource that explains the accountability system used by the Texas Education Agency (TEA) to evaluate the performance of public school districts and campuses. This includes alternative education campuses and charter operators and their campuses. This *Manual* provides all details of the accountability system for 2005, including ratings, acknowledgments, responsibilities and consequences, and special issues. All information necessary for determining 2005 ratings (standard and AEA) and acknowledgments is included.

The organization and format of this edition of the *Accountability Manual* differs from the *Manual* published in 2004. Most notably, this edition is divided into three parts. *Part 1*, comprised of chapters 1 – 7, is devoted to a description of the standard accountability procedures. *Part 2*, comprised of chapters 8 – 15, describes the new AEA procedures. Topics common to both sets of procedures—such as how to appeal and district responsibilities—are presented in *Part 3*, consisting of chapters 16 – 18.

As with previous editions of the *Manual*, selected chapters are adopted by reference as Commissioner of Education administrative rule. *Appendix A* provides the text of the rule, proposed at the time of publication, to adopt portions of this *Manual* by reference. The final adopted rule will be effective in September 2005.

## EDUCATOR INPUT

For the review of the standard procedures put in place in 2004, and for developing the new accountability procedures for alternative education campuses, TEA staff invited the assistance and advice of educators, school board members, business and community representatives, professional organizations, and legislative representatives from across the state. The commissioner considers all proposals and makes final decisions which are reflected in this publication. The annual use of these advisory bodies will continue. With their assistance, the system can be modified, indicators improved, standards raised, and other necessary adjustments made. The result is a carefully deliberated system that will challenge our schools to prepare all students for the 21<sup>st</sup> century.

## SYSTEM PHILOSOPHY

Over the years TEA has worked closely with public school personnel and others to develop an integrated accountability system. With the development and inclusion of AEA procedures, the system is more fully integrated than ever before. The standard and AEA procedures of the 2005 system are based upon these guiding principles:

- **STUDENT PERFORMANCE**  
The system is first and foremost designed to improve student performance;
- **RECOGNITION OF DIVERSITY**  
The system is fair and recognizes diversity among campuses and students;
- **SYSTEM STABILITY**  
The system is stable and provides a realistic, practical timeline for measurement, data collection, planning, staff development, and reporting;
- **STATUTORY COMPLIANCE**  
The system is designed to comply with statutory requirements;
- **APPROPRIATE CONSEQUENCES**  
The system sets reasonable standards for adequacy, identifies and publicly recognizes high levels of performance and performance improvement, and identifies campuses with inadequate performance and provides assistance;
- **LOCAL PROGRAM FLEXIBILITY**  
The system allows for flexibility in the design of programs to meet the individual needs of students;
- **LOCAL RESPONSIBILITY**  
The system relies on local school districts to develop and implement local accountability systems that complement the state system; and
- **PUBLIC'S RIGHT TO KNOW**  
The system supports the public's right to know levels of student performance in each school district and on each campus.

## **REPORTS ASSOCIATED WITH THE ACCOUNTABILITY SYSTEM**

*Academic Excellence Indicator System (AEIS).* The AEIS is a comprehensive reporting system defined in state statute. Since 1990-91 campus and district AEIS reports have been generated and published annually for all campuses and districts in the state. Local districts share responsibility for disseminating the AEIS reports, including holding hearings for public discussion of the AEIS report content. All indicators used for accountability are reported in the AEIS, with additional disaggregations to show how each grade level and different populations performed. Indicators that may potentially be used in future accountability ratings are also published in the AEIS. The reports also show participation rates on the TAKS and SDAA II tests. Additionally, the AEIS reports demographic information about students and staff, program information, and financial information, all of which provides context for interpreting accountability results.

*School Report Card (SRC).* Also required by state statute, this agency-generated report provides a subset of the information found on the AEIS report and is produced at the campus level only. Campuses must provide the SRC to each student's family.

*Snapshot: School District Profiles.* This TEA publication provides a state and district-level overview of public education in Texas. Though no longer printed as a publication, the most current *District Detail* section of *Snapshot*—nearly 90 items of information for each public school district—is available on the agency website.

*Pocket Edition.* This brochure provides a quick overview of state-level statistics on students, their performance, campus and district ratings, personnel, and finances.

*Adequate Yearly Progress (AYP).* AYP is a federal accountability program mandated under the No Child Left Behind (NCLB) Act. For more information on similarities and differences between the federal and state accountability systems, see *Appendix C – Comparison of State and Federal Systems*.

*Online Reports.* All of the reports cited above are available on the agency website through the Division of Performance Reporting homepage at [www.tea.state.tx.us/perfreport/index.html](http://www.tea.state.tx.us/perfreport/index.html).

### ***Table 1: Definitions of Terms***

Throughout this *Manual*, the terms listed below are defined as shown, unless specifically noted otherwise. See also *Chapter 15 – AEA Glossary and Index* for definitions of terms specific to the AEA procedures.

<i>Charter Operator</i>	A charter operator is treated like a district in the accountability system. The charter operator is identified with a unique six-digit number as are districts. The campus or campuses administered by a charter are identified with unique nine-digit number(s). The charter operator may administer instruction at one or more campuses.
<i>Districts</i>	This term includes charter operators as well as traditional independent school districts.
<i>Campuses</i>	This term includes charter campuses as well as campuses administered by traditional independent school districts.
<i>Superintendent</i>	The educational leader and administrative manager of the district or charter operator. This term includes other titles that may apply to charter operators, such as chief executive officer, president, and chief administrative officer.
<i>Standard Campus</i>	A campus evaluated under standard accountability procedures. This includes campuses that serve students in alternative education settings, but that are not registered to be evaluated under the AEA procedures.
<i>Registered Alternative Education Campus (AEC)</i>	A campus registered for evaluation under AEA procedures. This term includes AECs of Choice as well as Residential Facilities.





**The 2005 Accountability Rating System  
for Texas Public Schools and School Districts**

# Part 1

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## Standard Procedures

### **In Part 1:**

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# Chapter 1 – Overview

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## SYSTEM HISTORY

In 1993, the Texas Legislature enacted statutes that mandated the creation of the Texas public school accountability system to rate school districts and evaluate campuses. A viable and effective accountability system could be developed in Texas because the state already had the necessary supporting infrastructure in place: a pre-existing student-level data-collection system; a state-mandated curriculum; and a statewide assessment tied to the curriculum.

The system initiated with the 1993 legislative session remained in place through the 2001-02 school year. The ratings issued in 2002 were the last under that system. Beginning in 2003, a new assessment, the Texas Assessment of Knowledge and Skills (TAKS), was administered. This assessment includes more subjects and grades, and is more difficult than the previous statewide assessment. With such fundamental changes, the accountability system also needed to be redesigned. As soon as results from the 2003 TAKS were available and analyzed, development of the new accountability system began in earnest. Ratings established using the newly designed system were first issued in the fall of 2004.

## COMPARISON OF 2004 AND 2005

The ratings issued in 2005 mark the second year of the new system. Many components of the 2005 system are the same as those that applied in 2004. However, there are differences between 2004 and 2005. Significant changes include:

- the incorporation of alternative education accountability (AEA) procedures (described in *Part 2 – Alternative Education Accountability (AEA) Procedures*);
- a higher student passing standard for TAKS;
- an increase in the rigor of the dropout rate *Academically Acceptable* standard;
- an increase in the rigor of the minimum size criteria for both the dropout and completion rate indicators;
- an increase in the rigor of the underreported students indicator, which can prevent a district from being rated *Exemplary* or *Recognized*;
- additional Required Improvement opportunities for the dropout and completion rate indicators;
- the use of the new SDAA II assessment results, which will include more special education students;
- the removal of the provision to allow new and otherwise *Academically Unacceptable* campuses to be *Not Rated*; and,
- the addition of Comparable Improvement as a new GPA indicator.

The following table provides details on these and other changes between the 2004 and 2005 systems. Components that are unchanged are provided as well.

**Table 2: Comparison of 2004 and 2005**

Component	2004	2005
Base Indicators for Determining Rating ( <i>Chapter 2</i> )	<ul style="list-style-type: none"> <li>TAKS % Met Standard</li> <li>SDAA % Met ARD Expectations</li> <li>Completion Rate II (grades 9-12)</li> <li>Annual Dropout Rate (grades 7-8 only)</li> </ul>	No Change, except SDAA is now <b>SDAA II</b>
Rating Standards ( <i>Chapter 2</i> )	TAKS: 25%/35%/50% - 70% -----90% SDAA: 50% ----- 70% -----90% Completion: 75.0% ----- 85.0% ----95.0% Dropout: 2.0% -----0.7% ---- 0.2%	TAKS: No Change SDAA <b>II</b> : No Change Completion: No Change Dropout: <b>1.0%</b> /0.7%/0.2%
Evaluation of Student Groups ( <i>Chapter 2</i> )	White, Hispanic, African American, Economically Disadvantaged, and All Students	No Change
Number of Performance Measures Used ( <i>Chapter 2</i> )	The larger and more diverse the campus or district, the more measures apply — up to 36	No Change
TAKS Subjects Evaluated ( <i>Chapter 2</i> )	All TAKS subjects individually	No Change
TAKS Student Success Initiative ( <i>Chapter 2</i> )	Grade 3 reading cumulative results used	Gr. 3 & <b>5</b> reading, <b>gr. 5 math</b> cumulative results used
TAKS Grades Tested ( <i>Chapter 2</i> )	Summed across all grades tested (grades 3 – 11)	No Change
TAKS Student Passing Standard ( <i>Chapter 2</i> )	1 SEM below PR for grades 3-10; 2 SEM below PR for grade 11	<b>PR for grades 3-10; 1 SEM below PR for grade 11</b>
TAKS Minimum Size for All Students ( <i>Chapter 2</i> )	All Students results are always evaluated, regardless of size	No Change
TAKS Minimum Size for Student Groups ( <i>Chapter 2</i> )	<ul style="list-style-type: none"> <li>If fewer than 30 test takers, they are not evaluated separately</li> <li>If 30 to 49, they are evaluated if they comprise at least 10% of all test takers</li> <li>If 50 or more, they are evaluated</li> </ul>	No Change
TAKS Special Analysis ( <i>Chapter 6</i> )	Used for determining rating for very small campuses and districts	No Change
SDAA Subjects Evaluated ( <i>Chapter 2</i> )	Summed across all SDAA subjects: reading, writing, mathematics	Summed across all <b>SDAA II</b> subjects: reading/ <b>ELA</b> , writing, mathematics
SDAA Grades Tested ( <i>Chapter 2</i> )	Summed across all grades tested (grades 3 – 8)	Summed across all grades tested ( <b>grades 3 – 10</b> )
SDAA Minimum Size ( <i>Chapter 2</i> )	Results are always evaluated if there are 30 or more answer documents (summed across grades and subjects)	No Change ( <b>SDAA II</b> )

**Table 2: Comparison of 2004 and 2005 (continued)**

Component	2004	2005
Accountability Subset (TAKS & SDAA only) (Chapter 2)	Students who are mobile after the October PEIMS “as of” date and before the last TAKS administration are taken out of the subset for a district if they move to another district; students are taken out of the campus subset if they move to another campus (whether it is in the same district or not)	No Change
Completion Rate II & Annual Dropout Rate Minimum Size for All Students (Chapter 2)	At least 10 dropouts and at least 10 students in denominator.	At least <b>5</b> dropouts and at least 10 students in denominator.
Completion Rate II & Annual Dropout Rate Minimum Size for Student Groups (Chapter 2)	At least 10 dropouts AND <ul style="list-style-type: none"> <li>• If fewer than 30 in group, not evaluated separately</li> <li>• If 30 to 49, evaluated if they comprised at least 10% of all students</li> <li>• If 50 or more, they are evaluated</li> </ul>	At least <b>5</b> dropouts AND <ul style="list-style-type: none"> <li>• No Change</li> <li>• No Change</li> <li>• No Change</li> </ul>
Required Improvement (Chapter 3)	<ul style="list-style-type: none"> <li>• TAKS: RI to <i>Academically Acceptable</i> and <i>Recognized</i> possible</li> <li>• SDAA: RI to <i>Academically Acceptable</i> and <i>Recognized</i> possible</li> <li>• Completion Rate II: RI to <i>Academically Acceptable</i> only</li> <li>• Annual Dropout Rate: RI to <i>Academically Acceptable</i> only</li> </ul>	<ul style="list-style-type: none"> <li>• TAKS: No Change</li> <li>• SDAA II: <b>RI not possible</b></li> <li>• Completion Rate II: RI to <i>Academically Acceptable</i> and <b>Recognized</b> possible</li> <li>• Annual Dropout Rate: RI to <i>Academically Acceptable</i> and <b>Recognized</b> possible</li> </ul>
Exceptions (Chapter 3)	<i>Academically Acceptable</i> rating possible by using exceptions	No Change (Exceptions from 2004 cannot be used in 2005)
Pairing (Chapter 6)	Standard campuses without TAKS data are paired; paired data not used for GPA	No Change
Registered Alternative Education Campuses (Part 2 & Chapter 6)	Receive a rating of <i>Not Rated: Alternative Education</i>	<b>Receive a rating under new AEA Procedures</b>
Charters (Chapter 6)	Charters are rated, as are their campuses. Both are eligible for GPA.	No Change
New Campuses (Chapter 6)	If they do not meet at least <i>Academically Acceptable</i> criteria, new charters and new campuses (non-charter or charter) are labeled <i>Not Rated: Other</i>	<b>All campuses (established or new) are rated</b>

**Table 2: Comparison of 2004 and 2005 (continued)**

Component	2004	2005
Gold Performance Acknowledgment Indicators (Chapter 5)	<ul style="list-style-type: none"> <li>• <i>Advanced Course Completion</i></li> <li>• <i>AP/IB Results</i></li> <li>• <i>Attendance Rate</i></li> <li>• <i>Commended Performance: Reading/ELA</i></li> <li>• <i>Commended Performance: Mathematics</i></li> <li>• <i>Commended Performance: Writing</i></li> <li>• <i>Commended Performance: Science</i></li> <li>• <i>Commended Performance: Social Studies</i></li> <li>• <i>Recommended High School Program/DAP</i></li> <li>• <i>SAT/ACT Results</i></li> <li>• <i>TAAS/TASP Equivalency</i></li> </ul>	Addition of <ul style="list-style-type: none"> <li>• <b><i>Comparable Improvement: Reading/ELA</i></b></li> <li>• <b><i>Comparable Improvement: Math</i></b></li> </ul>
Standards for GPA (Chapter 5)	Varies by indicator. See <i>Chapter 5</i> .	Same as prior year, except: <b>Recommended High School Program is raised to 60.0%;</b> <b>Standard for the new CI indicators is top quartile (Q1)</b>
Underreported Students (Chapter 3)	<ul style="list-style-type: none"> <li>• No more than 500 underreported students; and,</li> <li>• No more than 5.0% underreported</li> </ul>	<ul style="list-style-type: none"> <li>• No more than <b>100</b> underreported students; and,</li> <li>• No more than 5.0% underreported</li> </ul>

## Chapter 2 – The Basics: *Base Indicators*

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To determine ratings under the standard accountability procedures, the 2005 accountability rating system for Texas public schools and districts uses four base indicators:

- spring 2005 performance on the Texas Assessment of Knowledge and Skills (TAKS),
  - spring 2005 performance on the State-Developed Alternative Assessment II (SDAA II),
  - the Completion Rate II for the class of 2004, and
  - the 2003-04 Annual Dropout Rate for grades 7 and 8.
- 

### TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS

The TAKS indicator is the percent of students who scored high enough to meet the standard to pass the test. This is calculated as the number of students who met the TAKS student passing standard divided by the number tested. Results for the English version of the TAKS (grades 3-11) and the Spanish version (grades 3-6) are summed across grades for each subject. Results for each subject tested are evaluated separately to determine ratings.

**Who is evaluated for TAKS:** Districts and campuses that test students on any TAKS subject:

- **Reading/ELA** – Reading is tested in grades 3, 4, 5, 6, 7, 8, & 9; English language arts (ELA) is tested in grades 10 & 11. Note that this is a combined indicator. It includes all students tested on and passing either the TAKS reading test or the TAKS English language arts test. The first two administrations of grade 3 and grade 5 TAKS reading results are included. See *Reading/ELA Combined* and *Student Success Initiative in Other Information* below.
- **Writing** – Writing is tested in grades 4 & 7.
- **Social Studies** – Social Studies is tested in grades 8, 10, & 11.
- **Mathematics** – Mathematics is tested in grades 3, 4, 5, 6, 7, 8, 9, 10 & 11. The first two administrations of grade 5 TAKS mathematics results are included. See *Student Success Initiative in Other Information* below.
- **Science** – Science is tested in grades 5, 10, & 11.

**Standard:** The *Academically Acceptable* standard varies by subject, while the *Recognized* and *Exemplary* standards are the same for all subjects:

- **Exemplary** – At least 90% of students tested passing for every subject.
- **Recognized** – At least 70% of students tested passing for every subject.
- **Academically Acceptable** – Varies by subject:
  - *Reading/ELA* – At least 50% of students tested passing.
  - *Writing* – At least 50% of students tested passing.
  - *Social Studies* – At least 50% of students tested passing.
  - *Mathematics* – At least 35% of students tested passing.
  - *Science* – At least 25% of students tested passing.

**Student Groups:** Performance is evaluated for All Students and the following student groups: African American, Hispanic, White, and Economically Disadvantaged.

**Methodology:**

$$\frac{\text{number of students passing [TAKS subject]}}{\text{number of students tested in [TAKS subject]}}$$

**Minimum Size Requirements:**

- *All Students.* These results are always evaluated, regardless of the number of examinees. However, districts and campuses with a small number of total students tested on TAKS will receive Special Analysis. See *Chapter 6 – Special Issues and Circumstances* for more detailed information about Special Analysis.
- *Student Groups.*
  - Any student group with fewer than 30 students tested is not evaluated.
  - If there are 30 to 49 students within the student group and the student group comprises at least 10% of All Students, it is evaluated.
  - If there are at least 50 students within the student group, it is evaluated.
  - Student group size is calculated subject by subject. For this reason the number of student groups evaluated will sometimes vary. For example, an elementary school with grades 3, 4, & 5 tested may have enough Hispanic students to be evaluated on reading and mathematics, but not enough to be evaluated on writing (tested in grade 4 only) or science (tested in grade 5 only).

**Year of Data:** 2005 (Spring TAKS Administration)

**Data Source:** Pearson Educational Measurement

**Other Information:**

- *Student Success Initiative.* For grade 3 and 5 reading and grade 5 mathematics performance, a cumulative percent passing is calculated by combining the first and second administrations of the TAKS. The results include performance on the Spanish versions of these tests.
- *Special Education.* Performance of special education students who take the TAKS is included in the TAKS indicator.
- *Testing Window.* Results for students given a make-up test within the testing window are included in the accountability indicators.
- *Reading/ELA Combined.* Reading (grades 3-9) and ELA (grades 10-11) results are combined and evaluated as a single subject. This only affects districts and those campuses that offer both grade 9 and grades 10 and/or 11. For these, counts of reading and ELA students who met the standard are summed and divided by the total number taking reading or ELA.
- *TAKS Spanish.* The TAKS tests are given in Spanish in reading and mathematics for grades 3, 4, 5, and 6; writing in grade 4; and science in grade 5. Performance on these tests is combined with performance on the English-language TAKS for the same subject to determine a rating.



- *Student Passing Standards.* To determine whether the student counts as a passer, the student must meet the passing standard adopted by the State Board of Education (SBOE) for the current year. For 2005, the student passing standard is the panel recommendation (PR) for students in grades 3-10 and 1 SEM below PR for students in grade 11. (Some 11<sup>th</sup> graders will have a passing standard other than 1 SEM, depending on what standard was in place when they first entered 10<sup>th</sup> grade.) The table below shows the grades and subjects assessed and the applicable student passing standard.

Subjects	Grades	2005 Student Passing Standard
Reading ELA ELA	3 – 9 10 11	Panel Recommendation Panel Recommendation 1 SEM below PR
Writing	4, 7	Panel Recommendation
Mathematics	3 – 10 11	Panel Recommendation 1 SEM below PR
Social Studies	8, 10 11	Panel Recommendation 1 SEM below PR
Science	5, 10 11	Panel Recommendation 1 SEM below PR

- *Explanation of Panel Recommendation.* In November of 2002, the State Board of Education adopted two performance standards for the TAKS: *Met Standard* (i.e. passing) which was set at a scale score of 2100, and *Commended Performance* (i.e. high performance) which was set at a scale score of 2400. Because the new TAKS was much more challenging than its predecessor, the Texas Assessment of Academic Skills (TAAS), the Board adopted a transition plan to phase in *Met Standard* over several years.

The transition plan has used the standard error of measurement (SEM) to phase in the panel's recommended passing standards over the past three years. For 2003, the standard was set at 2 SEM below PR. For 2004, for grades 3 through 10, the passing standard was set at 1 SEM below PR. As noted in the table above, the passing standards for 2005 for grades 3 through 10 are set at Panel Recommendation. This standard, a scale score of 2100, will be the standard from this year forward.

Note that there is a one-year delayed phase-in for the grade 11, exit-level TAKS. The TAKS *Met Standard* for the exit-level exam in 2005 is 1 SEM below PR; in 2006 the standard will move to Panel Recommendation.

- *Sum of All Grades Tested.* Results for each subject are summed across grades. This refers to the grades tested at the particular campus or district. For example, the percent passing for TAKS reading in an elementary school with a grade span of K-5 is calculated as:

$$\frac{\text{number of students who passed the reading test in grades 3, 4, \& 5}}{\text{number of students who took the reading test in grades 3, 4, \& 5}}$$

- *Grade 11 Results.* The results used in the accountability system for students assessed in grade 11 are from the primary administration of 11<sup>th</sup> graders that occurred in April 2005 (the April 20 – 22 test dates, including the ELA results from February 22). Results for all

11<sup>th</sup> graders tested at that administration will be used, including students repeating the 11<sup>th</sup> grade, as well as other retesting grade 11 students (*i.e.* 11<sup>th</sup> graders assessed in October 2004 and / or February 2005 who are tested again in April). Students who were only assessed in October 2004 will not be included in the grade 11 accountability results. Similarly, grade 11 students who were only assessed in February will not be included in the grade 11 accountability results. For students who are retesting during the primary April administration, only the scored subjects are used—passing scores from previous administrations are not included. *Grade 11 results are not cumulative.*

- *Students Tested.* Only those answer documents marked “Score” are included; answer documents coded “Absent,” “Exempt,” or “Other” are excluded. For example, results for limited English proficient students taking a linguistically accommodated TAKS or SDAA II mathematics test are not included in the state accountability system.
- *Rounding of Met Standard Percent.* The *Met Standard* calculations are expressed as a percent, rounded to whole numbers. For example, 49.877% is rounded to 50%; 79.4999% is rounded to 79%; and 89.5% is rounded to 90%.
- *Rounding of Student Group Percent.* The *Student Group* calculations are expressed as a percent, rounded to whole numbers. For example, 9.5% is rounded to 10%.

## STATE-DEVELOPED ALTERNATIVE ASSESSMENT II

This test assesses special education students in grades 3-10 who are receiving instruction in the state’s curriculum but for whom the TAKS test is not an appropriate measure of their academic progress. Tests are given in the areas of reading/ELA, writing, and mathematics, on the same schedule as TAKS.

New for 2005, the State-Developed Alternative Assessment II (SDAA II) assesses more of the Texas Essential Knowledge and Skills (TEKS) than the previous SDAA and asks questions in more authentic ways.

Two other changes particularly important with regard to accountability ratings are:

- SDAA II has expanded the number of grades tested and now includes reading and mathematics in grade 9 and English languages arts and mathematics in grade 10.
- SDAA II no longer requires student performance to be ‘baselined’ in a prior year. For those students with no prior testing information, their Admission, Review and Dismissal (ARD) committee will set an improvement expectation within the school year. This means that the performance of third graders and other students taking the SDAA II for the first time will be included in determining accountability ratings.

A single performance indicator is evaluated for SDAA II. The indicator sums across grades (3-10) and across subjects. This indicator is not based on the number of students tested but on the number of tests taken. It is calculated as the number of *tests* meeting ARD committee expectations divided by the number of SDAA II *tests* for which ARD expectations were established. Students who take multiple SDAA II tests are included multiple times (for each and every SDAA II test they take).

**Who is evaluated for SDAA II:** Districts and campuses that test students on any SDAA II subject.

**Standard:**

- **Exemplary** – Results on at least 90% of tests taken meet ARD expectations.
- **Recognized** – Results on at least 70% of tests taken meet ARD expectations.
- **Academically Acceptable** – Results on at least 50% of tests taken meet ARD expectations.

**Student Groups:** Performance for the percent *Meeting ARD Expectations* is evaluated for All Students only. Student group performance is not evaluated separately.

**Methodology:**

$$\frac{\text{number of SDAA II tests meeting ARD expectations}}{\text{number of SDAA II tests taken}}$$

**Minimum Size Requirements:**

- SDAA II performance is evaluated for districts and campuses with results from 30 or more tests (summed across grades and subjects). Depending on grade level, an individual student might be counted as many as 3 times if he or she takes all three SDAA II tests — reading, writing, and mathematics. In this case, the minimum size requirement of 30 tests could represent as few as 10 students.
- There is no Special Analysis done on SDAA II performance.
- Student groups are not evaluated separately.

**Year of Data:** 2005 (Spring SDAA II Administration)

**Data Source:** Pearson Educational Measurement

**Other Information:**

- **Baseline Results.** Unlike the SDAA, the SDAA II allows for ARD expectations to be set for students taking the SDAA II test for the first time. Since prior year baseline results are not needed, a student's performance no longer needs to be matched across two years. For 2005 accountability, the performance of grade 3 students and all other students taking the SDAA II for the first time will be included in determining a campus's accountability rating.
- **Student Success Initiative.** No cumulative performance is available for SDAA II in grades 3 and 5.
- **Students Tested on both SDAA II and TAKS.** In some cases, students may take both the SDAA II and TAKS. For example, a grade 6 student may take the TAKS for mathematics, but the SDAA II for reading. In that case, the student's TAKS performance is included with the TAKS indicators and the SDAA II performance is included with the SDAA II indicator.
- **Rounding of Met ARD Expectation Percent.** The *Met ARD Expectation* calculations are expressed as a percent, rounded to whole numbers. For example, 49.877% is rounded to 50%; 79.4999% is rounded to 79%; and 89.5% is rounded to 90%.

## ACCOUNTABILITY SUBSET

For the TAKS and SDAA II indicators, only the performance of students enrolled on the PEIMS fall "as-of" date of October 29, 2004, are considered in the ratings. This is referred to as the *accountability subset* (sometimes also referred to as the *October subset* or the mobility adjustment). This adjustment is not applied to any other base indicator.

Students who move from district to district are excluded from the campus and district's TAKS and SDAA II results. Further, students who move from campus to campus within a district are kept in the district's results but are excluded from the campus's TAKS and SDAA II results. No campus is held accountable for students who move between campuses after the PEIMS as-of date and before the date of testing, even if they stay within the same district.

The subsets are determined as follows:

*Campus-level accountability subset:* If a student is reported in membership at one campus on October 29, 2004, but moves to another campus before the TAKS or SDAA II test, that student's performance is removed from the accountability results for both campuses, whether the campuses are in the same district or different districts. Campuses are held accountable only for those students reported to be enrolled in the campus in the fall and tested in the same campus in the second semester.

*District-level accountability subset:* If a student was in one district on October 29, 2004, but moved to another district before the TAKS or SDAA II test, that student's performance is taken out of the accountability subset for both districts. However, if the student moved from campus to campus within the district, his or her performance is included in that district's results, even though it does not count for either campus. This means that district performance results do not match the sum of the campus performance results.

Examples of how the accountability subset criteria are applied are provided below. Note that these apply to both SDAA II and TAKS performance results.

**Table 3: Accountability Subset**

Student Situation	In Whose Accountability Subset?
<b>General</b>	
1. Grade 9 student is enrolled at campus A in the fall and tests there on TAKS reading in February and mathematics in April.	This student's results affect the rating of both campus A and the district.
2. Grade 6 student is enrolled in district A in the fall and moves to district B at the semester break. The student is tested on TAKS reading and mathematics in April.	This student's results do not affect the rating of any campus or district. Results are reported to district B.
3. Grade 6 student is enrolled at campus Y (district A) in the fall and then moves to campus Z (district A) at the semester break. The student is tested on TAKS reading and mathematics in April.	This student's results do not affect the rating of campus Y or Z, but they do affect district A. Results for both tests are reported to campus Z.

**Table 3: Accountability Subset (continued)**

Student Situation	In Whose Accountability Subset?
4. Grade 6 student is reported in enrollment in district A at campus Z, but is withdrawn for home schooling on November 10 <sup>th</sup> . Parents re-enroll the student at the same campus on April 1. The student is tested in TAKS reading and mathematics in April.	Performance on both tests is reported and included in the ratings evaluation for campus Z and district A. The fact that the student was enrolled on the "as of" date and tested in the same campus and district are the criteria for determining the accountability subset.
<b>Mobility between Writing and other tests</b>	
5. Grade 4 student enrolls in campus A in the fall and takes the TAKS writing test there in February. The student then transfers to campus B in the same district and tests on TAKS reading and mathematics in April.	This student's results do not affect the rating of campus A or B. Although writing was assessed at the same campus where the student was enrolled in the fall, the writing results are attributed to the campus where the student tested last. The results affect the district rating. Results for all tests are reported to campus B.
6. Grade 4 student enrolls in campus A in the fall and takes the writing TAKS there in February. The student then transfers to campus B in a different district and tests on TAKS reading and mathematics in April.	This student's results do not affect the rating of either campus or district. Test results are attributed to the campus where the student tested last. Results for all tests are reported to campus B.
7. Grade 7 student is reported in enrollment in district A and takes the writing test in that district at campus Y. In March, the student transfers to district B and takes the remaining Grade 7 TAKS tests there. The answer documents submitted by district B use different name spellings than did the one submitted by district A.	To the test contractor these are two different students, not the same one. Performance on the student's writing test is reported to district A and counts toward its rating and the rating of campus Y. The student's results in reading and mathematics are reported to district B but do not contribute to the rating of either the district or the campus where the student tested because the student was not there in the fall.
8. Grade 7 student is reported in enrollment in district A and takes the writing test in that district at campus Z. In March, the student moves out of state.	Performance on the student's writing test counts toward the rating of district A and the rating of campus Z.
<b>Grades 3 and 5 Reading; Grade 5 Mathematics (Student Success Initiative)</b>	
9. Grade 3 student takes reading in February at campus A where she was enrolled in the fall, passes the test and moves to campus B (in the same district) where, in April, she takes and fails the mathematics test.	This student's results do not affect the rating of campus A or B. The reading results from the February test are reported to campus A and the math results are reported to campus B. Results from both tests affect the district.

**Table 3: Accountability Subset (continued)**

Student Situation	In Whose Accountability Subset?
10. Grade 5 student takes reading on February 23 <sup>rd</sup> at campus A where he was enrolled in the fall, and fails the test. In March he moves to campus B (in the same district) where he retests in April and passes reading, mathematics, and science.	This student's results do not affect the rating of campus A or B. The February reading results are reported to campus A, even though math, science and the 2 <sup>nd</sup> reading results are reported to campus B. Results from reading, science, and mathematics tests affect the district.
11. Grade 3 student enrolls in campus A in the fall, but then moves to campus B (in the same district) in December. On February 23 <sup>rd</sup> the student takes the reading test there, and passes. In early April the student moves back to campus A, where he takes and passes the mathematics test.	This student's reading results do not affect the rating of campus A or B, but the math results affect the rating of campus A. The reading results from the February test are reported to campus B, and the math results are reported to campus A. Results from both reading and mathematics tests affect the district.
12. Grade 3 student takes TAKS reading in February at the campus where she was enrolled in the fall. She fails the test. In March, the student and her family move out of state. She does not take TAKS math.	This student's TAKS reading results do not affect the rating for the campus or district.
13. Grade 5 student takes TAKS reading in February at the campus where she was enrolled in the fall, and passes the test. On April 5 <sup>th</sup> she takes the TAKS math test but fails. The following week, the student and her family move to another district, where she takes TAKS science and retests in math and fails again.	This student's TAKS reading, mathematics, and science results do not affect the rating for any campus or district.
14. Grade 5 student takes TAKS reading in February at the campus where she was enrolled in the fall, and passes the test. On April 5 <sup>th</sup> she takes the TAKS math test but fails. The following week, the student and her family move out of state. She does not take TAKS science or retest in math.	<p>The three subjects are handled differently:</p> <p><i>Science:</i> She did not test in science at all, so there are no results to attribute.</p> <p><i>Reading:</i> She did not need to retest in reading; however, the fact that she did not take the science test in mid-April establishes her as mobile, so her reading results are taken out of the accountability subset.</p> <p><i>Mathematics:</i> There are no results available for her in May, nor are there answer documents for any of the mathematics passers, as there is no other TAKS test given at that time. For this reason, the April performance on math is retained and will affect the rating of this campus and district.</p>

**Table 3: Accountability Subset (continued)**

<b>Student Situation</b>	<b>In Whose Accountability Subset?</b>
<b>Spanish TAKS</b>	
15. A grade 6 student's LPAC committee directs that she be tested in reading on the Spanish TAKS and in mathematics on the English TAKS. She remains at the same campus the entire year.	Performance on both tests is reported and included in the rating evaluation for the campus and district. Results on both English and Spanish versions of the TAKS contribute to the overall passing rate.
<b>Both SDAA II and TAKS</b>	
16. The ARD committee for a grade 6 student in special education directs that she be tested in reading on the SDAA II and in mathematics on the TAKS. She remains at the same campus the entire year.	Performance on both tests is reported and included in the rating evaluation for the campus and district. This student's reading results are included with the SDAA II performance, and the mathematics results contribute to the TAKS results.
17. Grade 3 student takes TAKS reading in February and fails the test. Her ARD committee decides that she should take the SDAA II reading in April, on which she meets ARD expectations. She also takes the TAKS mathematics test and passes. She remains at the same campus the entire year.	This student's TAKS reading (failure) and mathematics (passing) results will affect the TAKS performance for the campus and the district. The SDAA II reading results (passing) will affect the SDAA II indicator for the campus and district.

## **COMPLETION RATE II**

This longitudinal rate shows the percent of students who first attended ninth grade in the 2000-01 school year who completed or who are continuing their education four years later. Known as the 2000-01 cohort, these students' progress was tracked over the four years using data provided to TEA by districts.

To count as a "completer" for the state accountability indicator, the student must have either: 1) graduated with the class of 2004 (or earlier), 2) attained a General Educational Development (GED) certificate by March 1, 2005, or 3) re-enrolled at the school in the fall of 2004.

### **Who is evaluated for Completion Rate II:**

- Districts and campuses that serve grades 9, 10, 11, and/or 12.
- *Use of District Rate.* Completion rate is evaluated for any campus that served students in grades 9, 10, 11, and/or 12 in the fall of the 2004-05 school year. However, a completion rate is calculated only for campuses or districts that offered grades 9 through 12 since 2000-01. Campuses that serve only some of those grades—for example, a senior high school that only serves grades 11 and 12—are attributed the district's completion rate

because they do not have their own. Campuses that have been in existence for fewer than five years will also be evaluated using their district's completion rate.

**Standard:**

- **Exemplary** – At least 95.0% Completion Rate II.
- **Recognized** – At least 85.0% Completion Rate II.
- **Academically Acceptable** – At least 75.0% Completion Rate II.

**Student Groups:** Performance is evaluated for All Students and the following student groups: African American, Hispanic, White, and Economically Disadvantaged.

**Methodology:**

$$\frac{\text{number of completers}}{\text{number in class}}$$

**Minimum Size Requirements:**

- **All Students.** These results are evaluated if:
  - there are at least 10 students in the class *and*
  - there are at least 5 dropouts (non-completers).
- **Student Groups.** These results are evaluated if there are at least 5 dropouts (non-completers) within the student group *and*:
  - there are 30 to 49 students within the student group and the student group comprises at least 10% of All Students; or
  - there are at least 50 students within the student group.

**Years of Data:** GED records 2000-05, continued enrollment in 2004-05, graduating class of 2004, grade 11 of 2002-03, grade 10 of 2001-02, grade 9 of 2000-01. (Results are based on the original cohort, whether the students remain on grade level or not.)

**Data Source:** PEIMS submission 1 enrollment data, 2000-01 through 2004-05; PEIMS submission 1 leaver data, 2001-02 through 2004-05; PEIMS submission 3 attendance data, 2000-01 through 2003-04; and General Educational Development records as of March 1, 2005.

**Other Information:**

- **Transfers.** Any student who transfers into the cohort is added to it, and any student who transfers out of the cohort is subtracted from it.
- **Rounding.** All calculations are expressed as a percent, rounded to one decimal point. For example, 74.875% is rounded to 74.9%, not 75%. However, student group percents (minimum size requirements) are always rounded to whole numbers.
- **Special Education.** The completion status of special education students is included in this measure.

**ANNUAL DROPOUT RATE**

For accountability purposes, the annual dropout rate is used to evaluate campuses and districts with students in grades 7 and/or 8. As implied by the label, it is a one-year measure



which calculates a rate, by summing the number of dropouts across the two grades. See *Appendix D – Data Sources* for a definition of a dropout.

**Who is evaluated for Annual Dropout Rate:** Districts and campuses that serve students in grades 7 and/or 8.

**Standard:**

- **Exemplary** – An Annual Dropout Rate of 0.2% or less.
- **Recognized** – An Annual Dropout Rate of 0.7% or less.
- **Academically Acceptable** – An Annual Dropout Rate of 1.0% or less.

**Student Groups:** Performance is evaluated for All Students and the following student groups: African American, Hispanic, White, and Economically Disadvantaged.

**Methodology:**

$$\frac{\text{number of grade 7-8 students designated as 'official' dropouts}}{\text{number of grade 7-8 students who were in attendance at any time during the school year}}$$

**Minimum Size Requirements:**

- **All Students.** These results are evaluated if:
  - there are at least 10 students in grades 7-8 *and*
  - there are at least 5 dropouts.
- **Student Groups.** These results are evaluated if there are at least 5 dropouts within the student group *and*:
  - there are 30 to 49 students within the student group and the student group comprises at least 10% of All Students; or
  - there are at least 50 students within the student group.

**Year of Data:** 2003-04

**Data Source:** PEIMS submission 1 enrollment data 2003-04 and 2004-05; PEIMS submission 1 leaver data, 2004-05; PEIMS submission 3 attendance data, 2003-04.

**Other Information:**

- **Official Dropouts.** “Official” dropouts are reported dropouts who are not excluded by TEA’s automated check. See *Appendix D – Data Sources* for more information.
- **Cumulative Attendance.** A cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effects of mobility by including in the denominator every student ever reported in attendance at the campus or district throughout the school year, regardless of length of stay.
- **Rounding.** All calculations are expressed as a percent, rounded to one decimal point. For example, 2.49% is rounded to 2.5%, and 0.25% is rounded to 0.3%. However, student group percents (minimum size requirements) are always rounded to whole numbers.
- **Special Education.** Dropouts served in special education are included in this measure.



## Chapter 3 – The Basics: *Additional Features*

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As shown in *Chapter 2 – The Basics: Base Indicators*, districts and campuses can achieve a rating by meeting the absolute standards for the different indicators. However, under certain conditions, a campus or district can achieve a rating:

- by meeting *Required Improvement*; and/or
- by using the *Exceptions Provision*.

Additionally, under certain circumstances a district's rating may be restricted to *Academically Acceptable*. These additional requirements for districts are explained in the last part of this chapter.

All additional features are applied and calculated automatically by TEA before ratings are released. Districts and campuses do not need to request the use of additional features.

### **Required Improvement to *Academically Acceptable***

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Campuses or districts initially rated *Academically Unacceptable* may achieve an *Academically Acceptable* rating using the Required Improvement feature.

**Who is evaluated for Required Improvement:** Districts and campuses whose performance is *Academically Unacceptable* for any TAKS subject, Completion Rate II, or Annual Dropout Rate measure evaluated. Note that because this is the first year of the SDAA II, no Required Improvement is possible for SDAA II in 2005.

### **TAKS**

**Improvement Standard:** In order for Required Improvement to move a campus or district to *Academically Acceptable*, the campus or district must have shown enough improvement on the deficient TAKS measures since 2004 to be able to meet the current year accountability standard in two years.

There are different standards for the *Academically Acceptable* rating for TAKS:

- *Reading/ELA, Writing, and Social Studies*. Any measure below the standard must achieve enough gain to meet a standard of **50%** in two years.
- *Mathematics*. Any measure below the standard must achieve enough gain to meet a standard of **35%** in two years.
- *Science*. Any measure below the standard must achieve enough gain to meet a standard of **25%** in two years.

**Methodology:** The *actual change* must be equal to or greater than the *Required Improvement*:

<b>Actual Change</b>	<b>Required Improvement</b>
[performance in 2005] – [performance in 2004] ≥	$\frac{[\text{standard for 2005}] - [\text{performance in 2004}]}{2}$

*Example.* For 2005, an elementary campus has performance above the *Academically Acceptable* standard in all areas except for their Economically Disadvantaged student group in TAKS mathematics; only 29% met the standard. Their performance in 2004 for the same group and subject was 19%.

First calculate their *actual change*:

$$29 - 19 = 10$$

Next calculate the *Required Improvement*:

$$\frac{35 - 19}{2} = 8$$

Then compare the two numbers to see if the *actual change* is greater than or equal to the *Required Improvement*:

$$10 \geq 8$$

Result: the campus meets Required Improvement, so its rating is *Academically Acceptable*.

**Minimum Size Requirements:** In order for Required Improvement to be an option, the district or campus must have test results (for the subject and student group) of at least 10 students in 2004.

#### Other Information:

- Prior year percent *Met Standard* is recalculated using the current year student passing standard so that gain from the prior year to the current year uses comparable performance data for the two years. In other words, the 2004 performance of 19% for the elementary campus in the example above, is based on a student passing standard at the Panel Recommendation so that it is comparable to performance in 2005. See *Chapter 2 – The Basics: Base Indicators* for more information on passing standards. Note that for this year, prior year (2004) performance for grade 5 reading and mathematics uses the single administration only while current year (2005) grade 5 reading and mathematics results are based on the cumulative results of the first and second administration.
- All improvement calculations are done on performance rates and standards that have been rounded to whole numbers. Required Improvement calculations are expressed as a percent, rounded to whole numbers. For example, 4.5% is rounded to 5%.

## COMPLETION RATE II

**Improvement Standard:** In order for Required Improvement to move a campus or district to *Academically Acceptable*, the campus or district must have shown enough improvement on the deficient Completion Rate II measures since the class of 2003 to be at **75.0%** in two years.

**Methodology:** The *actual change* must be equal to or greater than the *Required Improvement*:

<b>Actual Change</b>		<b>Required Improvement</b>
[completion rate for class of 2004] minus [completion rate for class of 2003]	≥	$\frac{[75.0] - [\text{completion rate for class of 2003}]}{2}$

**Minimum Size Requirements:** In order for Required Improvement to be an option, the district or campus must have had at least 10 students (in the same student group) in the completion rate class of 2003.

**Other Information:**

- Completion Rate II is used for 2004 and 2005.
- Campuses that serve students in grades 9, 10, 11, and/or 12 but do not have their own completion rate will be evaluated using their district's completion rate. Depending on the school's configuration over the years, the district rate may be used for current year, prior year, or both in determining if it met Required Improvement.
- All calculations are expressed as a percent, rounded to one decimal point. For example, 4.85% is rounded to 4.9%, not 5%.

**ANNUAL DROPOUT RATE**

**Improvement Standard:** In order for Required Improvement to move a campus or district to *Academically Acceptable*, the campus or district must have shown enough decline in their dropout rate to be at **1.0%** in two years.

**Methodology:** The *actual change* must be equal to or less than the *Required Improvement*:

$$\begin{array}{cc} \text{Actual Change} & \text{Required Improvement} \\ [2003-04 \text{ dropout rate}] - [2002-03 \text{ dropout rate}] \leq & \frac{[1.0] - [2002-03 \text{ dropout rate}]}{2} \end{array}$$

This calculation measures *reductions* in rates, not gains as with TAKS or Completion Rate II results. The actual change in the dropout rate needs to be *less than or equal to* the Required Improvement for the standard to be met, and will involve negative numbers. Stated another way, the actual change needs to be a larger negative number than the Required Improvement.

*Example.* In 2003-04, a middle school had a dropout rate for their Hispanic student group of 1.8%. Their Annual Dropout Rate in 2002-03 for the same group was 3.2%.

First calculate their *actual change*:

$$1.8 - 3.2 = -1.4$$

Next calculate the *Required Improvement*:

$$\frac{1.0 - 3.2}{2} = -1.1$$

Then we compare the two numbers to see if the *actual change* is less than or equal to the *Required Improvement*:

$$-1.4 \leq -1.1$$

Result: the campus meets Required Improvement, so its rating is *Academically Acceptable*.

**Minimum Size Requirements:** In order for Required Improvement to be an option, the district or campus must have had at least 10 grade 7-8 students (in the same student group) in 2002-03.

### Other Information:

- All calculations are expressed as a percent, rounded to one decimal point. For example, -1.875% is rounded to -1.9%, not -2%.

## Required Improvement to *Recognized*

**Who is evaluated for Required Improvement:** Districts and campuses whose performance is at the high end of *Academically Acceptable* for any TAKS subject, or – *new for this year* – Completion Rate II or Annual Dropout Rate. Note that because this is the first year of the SDAA II, no Required Improvement is possible for SDAA II in 2005.

### TAKS

**Improvement Standard:** In order for Required Improvement to move a campus or district from *Academically Acceptable* to *Recognized*, the campus or district must have:

- performance ranging from 65% to 69% on the measure, and
- shown enough improvement on TAKS since 2004 to be at **70%** in two years.

**Methodology:** The *actual change* must be equal to or greater than the *Required Improvement*:

$$\begin{array}{ccc} \text{Actual Change} & & \text{Required Improvement} \\ \text{[performance in 2005]} - \text{[performance in 2004]} \geq & & \frac{[70] - \text{[performance in 2004]}}{2} \end{array}$$

*Example.* For 2005, a district has performance above the *Recognized* standard in all areas except for their Economically Disadvantaged student group in TAKS science; only 65% met the standard. Their performance in 2004 for the same group and subject was 61%.

First determine if their current year performance is *at or above the floor* of 65%:

$$65 \geq 65$$

Next calculate their *actual change*:

$$65 - 61 = 4$$

Then calculate the *Required Improvement*:

$$\frac{70 - 61}{2} = 5 \text{ (4.5 rounds to 5)}$$

Finally, compare the two numbers to see if the *actual change* is greater than or equal to the *Required Improvement*:

$$4 \text{ is not greater than or equal to } 5$$

Result: the district does not meet Required Improvement, so its rating remains *Academically Acceptable*.

**Minimum Size Requirements:** For Required Improvement to be an option, the district or campus must have test results (for subject and student group) of at least 10 students in 2004.

### Other Information:

- Prior year percent *Met Standard* is computed using the current year student passing standard so that gain from the prior year to the current year uses comparable performance data for both years. In other words, the 2004 performance of 61% for the district in the example above is based on a student passing standard at the Panel Recommendation so that it is comparable to performance in 2005. See *Chapter 2 – The Basics: Base Indicators* for more information on passing standards. Note that for this year, prior year (2004) performance for grade 5 reading and mathematics uses the single administration only while current year (2005) grade 5 reading and mathematics results are based on the cumulative results of the first and second administration.
- The *Recognized* standard for the TAKS indicator (70%) is the same for all subjects.
- All improvement calculations are done on performance rates and standards that have been rounded to whole numbers. Required Improvement calculations are expressed as a percent, rounded to whole numbers. For example, 4.5% is rounded to 5%.

## COMPLETION RATE II

**Improvement Standard:** In order for Required Improvement to move a campus or district from *Academically Acceptable* to *Recognized*, the campus or district must have:

- a completion rate ranging from 80.0% to 84.9% on the measure, and
- shown enough improvement on the deficient completion rate measures since the class of 2003 to be at **85.0%** in two years.

**Methodology:** The *actual change* must be equal to or greater than the *Required Improvement*:

<b>Actual Change</b>		<b>Required Improvement</b>
[completion rate for class of 2004] minus [completion rate for class of 2003]	≥	$\frac{[85.0] - [\text{completion rate for class of 2003}]}{2}$

**Minimum Size Requirements:** In order for Required Improvement to be an option, the district or campus must have had at least 10 students (in the same student group) in the completion rate class of 2003.

### Other Information:

- Completion Rate II is used for 2004 and 2005.
- Campuses that serve students in grades 9, 10, 11, and/or 12 but do not have their own completion rate will be evaluated using their district's completion rate. Depending on the school's configuration over the years, the district rate may be used for current year, prior year, or both in determining if it met Required Improvement.
- All calculations are expressed as a percent, rounded to one decimal point. For example, 4.85% is rounded to 4.9%, not 5%.

## ANNUAL DROPOUT RATE

**Improvement Standard:** In order for Required Improvement to move a campus or district to *Recognized*, the campus or district must have:

- an Annual Dropout Rate ranging from 0.9% to 0.8% on the measure, and
- shown enough decline to be at **0.7%** in two years.

**Methodology:** The *actual change* must be equal to or less than the *Required Improvement*:

$$\begin{array}{cc} \text{Actual Change} & \text{Required Improvement} \\ [2003-04 \text{ dropout rate}] - [2002-03 \text{ dropout rate}] \leq & \frac{[0.7] - [2002-03 \text{ dropout rate}]}{2} \end{array}$$

Note that this calculation measures *reductions* in rates, not gains as with TAKS or completion rate results. The actual change in the dropout rate needs to be *less than or equal to* the Required Improvement for the standard to be met, and will involve negative numbers. Stated another way, the actual change needs to be a larger negative number than the required change.

**Minimum Size Requirements:** In order for Required Improvement to be an option, the district or campus must have had at least 10 grade 7-8 students (in the same student group) in 2002-03.

**Other Information:**

- All calculations are expressed as a percent, rounded to one decimal point. For example, -1.875% is rounded to -1.9%, not -2%.

## Exceptions

Campuses or districts evaluated to be *Academically Unacceptable* after application of Required Improvement may be able to “gate up” to *Academically Acceptable* using up to three exceptions for TAKS and/or SDAA II measures.

The Exceptions Provision provides relief to larger campuses and districts with more diverse student populations who are evaluated on more measures.

The number of exceptions available for a campus or district is dependent on the number of assessment measures on which the campus or district is evaluated, as shown in the following table.

Number of Assessment Measures Evaluated	Maximum Number of Exceptions Allowed
1 – 5	0 exceptions
6 – 10	1 exception
11 – 15	2 exceptions
16 or more	3 exceptions

The Exceptions Provision applies to any of the 25 TAKS measures (5 subjects multiplied by 5 groups: All Students, African American, Hispanic, White, and Economically Disadvantaged), and the SDAA II measure. The Exceptions Provision does not apply to either the Completion Rate II or Annual Dropout Rate indicators.



## Other Information:

- *Performance Floor.* Performance on the measure to which the Exceptions Provision will be applied must be no more than five percentage points below the accountability standard for the *Academically Acceptable* rating level. In the example below, the high school qualifies to use their exceptions because both their mathematics and science performance were within five points of the standards of 35% and 25%, respectively.
- *One-Time Use.* An exception will not be granted for the same measure for two consecutive years. For example, if a campus was granted an exception for white student science performance in 2004, the campus is not eligible for an exception for white student science performance in 2005. In the example below the high school will not be able to use exceptions on economically disadvantaged performance in TAKS mathematics or science in 2006.
- *Only Successful Application.* The Exceptions Provision is only applied if it will successfully move a campus or district from *Academically Unacceptable* to *Academically Acceptable*. For example, a campus may be eligible for two exceptions, but if it actually needs three exceptions in order to raise its rating to *Academically Acceptable*, then no exceptions are used; the campus remains *Academically Unacceptable*. This means that in 2006, all measures will be eligible for use as exceptions since none were used in 2005.
- *Only for Assessment.* The provision applies to assessment measures, TAKS and SDAA II, not to the Completion Rate II or Annual Dropout Rate indicators. That is, if a campus or district is *Academically Unacceptable* due to either the Completion Rate II or Annual Dropout Rate indicators, the Exceptions Provision is not applied.

*Example.* A large high school with a diverse population is evaluated on all student groups for reading/ELA, mathematics, science, and social studies, for a total of 20 measures. Their performance on all indicators meets the *Academically Acceptable* standards except for their economically disadvantaged students in mathematics and science, with performance at 31% and 22%, respectively, and they did not demonstrate Required Improvement for either of these measures.

The campus is evaluated on 20 assessment measures. Both their mathematics and science performance are within five points of the standards (35% and 25% respectively). They are eligible to use up to three exceptions. Therefore, their performance in these two areas that are below the standards is not considered in their accountability evaluation.

Result: the campus rating is *Academically Acceptable*. The two exception areas must be addressed in their campus improvement plan.

Note: Because of the one-time exception rule, in 2006, the campus will not be eligible to use exceptions for either of these measures – economically disadvantaged students in mathematics and economically disadvantaged students in science.

### Other Information (*continued*):

- *Only for Academically Acceptable.* The Exceptions Provision is only applied at the *Academically Unacceptable* rating level to move the campus or district to the *Academically Acceptable* rating. It cannot be used to move a campus or district to *Recognized* or *Exemplary*.
- *Move only one level.* The Exceptions Provision cannot be used to move up more than one rating level. For example, if a campus meets the *Exemplary* criteria on all accountability measures except for one assessment measure, and fails to meet the *Academically Acceptable* criteria on that one measure, the Exceptions Provision will only move the campus from *Academically Unacceptable* to *Academically Acceptable*.
- *Campus Improvement Plan.* Any campus that uses one or more exceptions must address performance on those measures to which the exceptions are applied in its campus improvement plan.

## Additional Issues for Districts

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### DISTRICTS WITH *ACADEMICALLY UNACCEPTABLE* CAMPUSES

Any district that has one or more campuses rated *Academically Unacceptable* cannot receive a rating of *Exemplary* or *Recognized*. However, the AEA: *Academically Unacceptable* rating does not prevent an *Exemplary* or *Recognized* district rating in 2005. The impact of this rating on district ratings in future years will be discussed with the Educator Focus Group during the 2006 accountability development cycle. Also, by statute (*Texas Education Code* §39.072), the district rating is not affected by the ratings of campuses that are residential treatment programs or facilities operated by or under contract with the Texas Youth Commission (TYC).

### UNDERREPORTED STUDENTS

Districts are required to report the “leaver” status of all grade 7–12 students who were enrolled at any time in the prior year (2003-04) but who did not continue in the current year (2004-05). These students may have left the district because they graduated, transferred to another district, dropped out, or some other reason.

When districts fail to provide a leaver record for a student who is no longer in enrollment, TEA counts him or her as underreported. In order to maintain a rating of *Exemplary* or *Recognized*, districts must not exceed the accountability standards for underreporting students.

**Standard:** Districts must meet the standard for both of the following measures in order to maintain a rating of *Exemplary* or *Recognized*:

- *Count of Underreported Students:* Must be fewer than or equal to 100.
- *Percent of Underreported Students:* Must be less than or equal to 5.0%.

### Methodology:

$$\frac{\text{number of underreported students}}{\text{number of returning students} + \text{leavers} + \text{underreported students}} \leq 5.0\%$$

*Numerator:* Underreported students are those 2003-04 students in grades 7–12 for whom no enrollment record or school leaver record can be matched on 2004-05 PEIMS submission 1.

*Denominator:* The denominator is an unduplicated count of students who were reported in enrollment in 2003-04 PEIMS submission 1 or in attendance in 2003-04 PEIMS submission 3. This includes returning students (enrollment record submitted), leavers (leaver record submitted), and underreported students (no record submitted).

**Minimum Size Requirements:** There are no minimum size requirements; all districts will be evaluated for underreported students. Districts with very small numbers of underreported students that cause them to exceed 5.0% will be evaluated on a case-by-case basis.

**Data Source and Year:** PEIMS submission 1 (October 2003, October 2004); PEIMS submission 3 (June 2004)

**Other Information:**

- *Unduplicated Count.* The methodology eliminates any duplicate records. For example, students are not counted twice because they appear on both attendance and enrollment records.
- *Rounding.* This calculation is rounded to one decimal place. For example, 5.05% is rounded to 5.1%, not 5%.

## **ADDITIONAL STUDENTS IN DISTRICT RATINGS**

Generally speaking, districts are held accountable for the performance of all their students, including those who attend alternative education campuses that are registered for evaluation under AEA procedures. See *Chapter 6 – Special Issues and Circumstances* for more information on various campus situations and how they affect the district’s performance data.

Additionally, districts are responsible for the performance of students who are not in any campus accountability subset because they changed campuses within the district between the October ‘as of’ date and the date of testing. See *Table 3 in Chapter 2 – The Basics: Base Indicators* for more information on the accountability subset.



## Chapter 4 – The Basics: *Determining a Rating*

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The previous two chapters described the base indicators and the additional features of the system (Required Improvement and the Exceptions Provision). This chapter describes how to use the indicator data results with the additional features to determine campus and district ratings. The ratings for the overwhelming majority of campuses and districts can be determined this way. Some campuses and districts must be evaluated using different procedures. See *Chapter 6 – Special Issues and Circumstances* for details about which campuses and districts are affected and how they are evaluated.

### WHO IS RATED?

The state accountability system is required to rate all districts and campuses that serve students in grades 1 through 12. The first step is to identify the universe of districts and campuses that can be considered for a rating. For 2005, the universe is determined to be those districts and campuses that reported students in membership in any grades (early education through grade 12) in the fall of the 2004-05 school year. The universe is then divided into those campuses and districts to be evaluated under Alternative Education Accountability (AEA) procedures (see *Part 2 – Alternative Education Accountability (AEA) Procedures*) and those evaluated using standard procedures. Most districts and campuses identified for standard procedures receive one of the four primary rating labels (*Exemplary*, *Recognized*, *Academically Acceptable*, or *Academically Unacceptable*). Some receive a label of *Not Rated*. Rating labels and their uses are described below.

Once the universe of standard campuses and districts is established, the next step is to determine if the district or campus has TAKS results on which it can be evaluated. In order to attain one of the four primary rating labels, districts and campuses must have at least one TAKS test result in the accountability subset. An effort is made through the pairing process to supply TAKS results to campuses (with any grades from 1 to 12) with no students in the grades tested so that they can also be evaluated. For more information on pairing see *Chapter 6 – Special Issues and Circumstances*.

Districts and campuses that have only SDAA II results, only completion rates, only dropout rates, or only combinations of these three will not receive one of the four primary ratings in 2005. To be eligible to be *Exemplary*, *Recognized*, *Academically Acceptable*, or *Academically Unacceptable*, TAKS results are required and *only* TAKS results are required. Districts and campuses need not have data for the SDAA II, dropout, or completion indicators in order to receive a rating. Furthermore, performance on any one of the TAKS subjects is sufficient for a rating to be assigned (science, mathematics, reading/ELA, writing, or social studies).

Though at least one TAKS tester (in the accountability subset) is required to be considered for a rating, some places with very small numbers of total TAKS test results may ultimately receive a *Not Rated* label. The process of Special Analysis is employed when there are very small numbers of total test takers to determine if a rating is appropriate. See *Chapter 6 – Special Issues and Circumstances* for details about Special Analysis.

## STANDARD RATING LABELS

Rating labels for districts are specified in statute. For 2005, standard campuses and districts will be assigned one of the following rating labels.

**Table 4: Standard Rating Labels**

	District or Charter Operator Use	Campus Use (non-charter and charter)
<i>Exemplary</i>	Used for districts or charter operators with at least one TAKS test result (in any subject) in the accountability subset. Small numbers subject to Special Analysis.	Used for campuses serving grades 1-12 and with at least one TAKS test result (in any subject) in the accountability subset. Includes campuses with TAKS data due to pairing. Small numbers subject to Special Analysis.
<i>Recognized</i>		
<i>Academically Acceptable</i>		
<i>Academically Unacceptable</i>		
<i>Not Rated: Other</i>	Used for districts or charter operators in the unlikely event that there is insufficient data to rate due to no TAKS results in the accountability subset.	Used if the campus: <ul style="list-style-type: none"> <li>Has no students enrolled in grades higher than kindergarten.</li> <li>Has insufficient data to rate due to no TAKS results in the accountability subset.</li> <li>Has insufficient data to rate through Special Analysis due to very small numbers of TAKS results in the accountability subset.</li> <li>Is a designated Juvenile Justice Alternative Education Program (JJAEP) or a designated Disciplinary Alternative Education Program (DAEP).</li> </ul>
<i>Not Rated: Data Integrity Issues</i>	<p>Used in the rare situation where the accuracy and/or integrity of performance results are compromised and it is not possible to assign a rating label based on the evaluation of performance. This label may be assigned temporarily pending an on-site investigation or may be assigned as the final rating label for the year.</p> <p>This rating label is not equivalent to an <i>Academically Unacceptable</i> rating. The Commissioner of Education also has the authority to lower a rating or assign an <i>Academically Unacceptable</i> rating to address problems with the accuracy and/or integrity of performance results that are discovered through Accountability System Safeguards, Performance-Based Monitoring, or other monitoring and compliance reviews.</p> <p>Data quality is considered to be a district responsibility. It is possible for a district rating to be <i>Not Rated: Data Integrity Issues</i> without any of its campuses having that rating label. If any campus within a district receives a rating of <i>Not Rated: Data Integrity Issues</i>, then the district's rating will be affected. The district may receive a rating of <i>Not Rated: Data Integrity Issues</i>, either temporarily or permanently, or the district's rating could also be changed to <i>Academically Unacceptable</i> for data quality reasons.</p> <p>See <i>Chapter 17 – Responsibilities and Consequences</i> for more information about the circumstances that trigger this rating label.</p>	

Registered alternative education campuses will receive ratings under the AEA procedures. See *Chapter 13 – AEA Ratings* for information on the AEA rating labels.

### **NOTIFICATION OF RATINGS (AUGUST 1, 2005)**

Notification of campus and district accountability ratings will occur on August 1, 2005. This consists of release of the campus and district data tables and the district summary reports on TEA's website. Ratings for both standard and registered alternative education campuses (AECs) will be included.

In 2005 for the first time, districts will have access to their confidential reports through the TEA Secure Environment (TEASE) website. For this reason, Education Service Centers will not be required to distribute reports to districts.

### **NOTIFICATION OF RATINGS (LATE OCTOBER, 2005)**

Accountability ratings are finalized when the accountability appeals process is completed. Agency web products related to state accountability (both public and secure sites) will be updated to reflect the outcome of appeals and to add the Gold Performance Acknowledgments information in late October, 2005. See *Chapter 18 – Calendar* and *Chapter 16 – Appealing the Ratings* for more information.

### **USING THE DATA TABLE TO DETERMINE A RATING**

In late July, prior to finalizing all computations necessary for accountability ratings, TEA will provide districts with access to preview data tables for the district and each campus within the district through the TEASE website.

These tables will *not* show a rating and will *not* provide calculations for Required Improvement or the Exceptions Provision. However, using the data on the tables and the *2005 Accountability Manual*, districts can anticipate their ratings in advance of the TEA ratings release. *These preview data tables will contain unmasked data and must be treated as confidential.* That is, information that reveals the performance of an individual student may be shown.

A sample unmasked preview data table for a campus serving grades 7-12 is on the following pages. While not a common configuration, this grade span includes data for all accountability indicators.

**Table 5: Sample Data Table**

This preview information is confidential.

Preview data tables similar to this one will be made available to districts in late July. Final data tables will be available on the public website on August 1<sup>st</sup>.

This indicates that this campus was evaluated under standard procedures. AECs will receive a different data table. See Part 2 – *Alternative Education Accountability Procedures*.

07/21/2005  
CONFIDENTIAL

2005 PREVIEW ACCOUNTABILITY DATA TABLES – STANDARD PROCEDURES

PAGE 1

DISTRICT NAME: SAMPLE  
CAMPUS NAME: SAMPLE SCHOOL  
CAMPUS NUMBER: 999999999

Campus Rating: 07 - 12  
Grade Span: 07 - 12

Ratings are not available for the preview tables; this area is blank.

Analysis groups used to determine ratings are marked with an 'X'.

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

Performance Results	2005				2004				Required Improvement		
	Number Met Std	Number Taking	Pct Met Std	Stu Grp %	Number Met Std	Number Taking	Pct Met Std	Met Min Size	Act Chg	RI	Met RI
Reading/ELA											
X All Students	66	131	50%	100%	36	91	40%		10		
X African Amer	54	114	47%	87%	29	80	36%		11		
Hispanic	8	11	73%	8%	5	8	63%		10		
White	4	5	80%	4%	2	3	67%		13		
X Econ Disadv	64	127	50%	97%	12	18	67%		-17		
Writing											
X All Students	2	2	100%	100%	0	1	0%		100		
X African Amer	1	1	100%	50%	0	1	0%		100		
Hispanic	1	1	100%	50%	0	0	-		-		
White	0	0	-	0%	0	0	-		-		
Econ Disadv	2	2	100%	100%	0	0	-		-		
Social Studies											
X All Students	28	50	56%	100%	31	71	44%		12		
X African Amer	25	44	57%	88%	28	62	45%		12		
Hispanic	2	4	50%	8%	2	5	40%		10		
White	1	1	100%	2%	1	4	25%		75		
X Econ Disadv	27	49	55%	98%	17	37	46%		9		
Mathematics											
X All Students	34	112	30%	100%	23	92	25%		5		
X African Amer	28	93	30%	83%	21	80	26%		4		
Hispanic	4	12	33%	11%	2	8	25%		8		
White	2	6	33%	5%	0	4	0%		33		
X Econ Disadv	33	111	30%	99%	12	48	25%		5		
Science											
X All Students	10	44	23%	100%	11	54	20%		3		
X African Amer	9	40	23%	91%	10	48	21%		2		
Hispanic	0	1	0%	2%	1	5	20%		-20		
White	0	2	0%	5%	0	1	0%		0		
X Econ Disadv	9	43	21%	98%	6	28	21%		0		

STATE-DEVELOPED ALTERNATIVE ASSESSMENT II (SDAA II) TABLE

SDAA II Results	2005			
	# Tests Met ARD	# Tests	Pct Met ARD	Stu Grp %
All Students	0	1	0%	100%

No prior year SDAA II values are available since 2005 is the first year of SDAA II.

EXCEPTIONS TABLE

Number Msrs Evaluated	Number Allowed	Number Needed	Floor(s) Met?	Msr(s) Used in 2004?	Exceptions Applied
13	2				

RI, exceptions data, and rating do not appear here. These will be on the final data table on 8/1/2005.



DISTRICT NAME: SAMPLE  
CAMPUS NAME: SAMPLE SCHOOL  
CAMPUS NUMBER: 999999999

Campus Rating:  
Grade Span: 07 - 12

Analysis groups used to determine ratings are marked with an 'X'.

COMPLETION RATE II TABLE (Gr. 9-12)

	Class of 2004					Class of 2003			Required Improvement			
	# Com- pleters	# Non- complters	# in Class	Comp Rate	Stu Grp %	# Com- pleters	# in Class	Comp Rate	Met Min Size	Act Chg	RI	Met RI?
X All Students	119	12	131	90.8%	100%	-	-	-	-	-	-	-
X African Amer	92	7	99	92.9%	76%	-	-	-	-	-	-	-
Hispanic	22	3	25	88.0%	19%	-	-	-	-	-	-	-
White	5	2	7	71.4%	5%	-	-	-	-	-	-	-
Econ Disadv	58	2	60	96.7%	46%	-	-	-	-	-	-	-

ANNUAL DROPOUT RATE TABLE (Gr. 7-8)

	2003-04				2002-03			Required Improvement			
	# Official Dropouts	# 7-8 Graders	Official Dropout Rate	Stu Grp %	# Official Dropouts	# 7-8 Graders	Official Dropout Rate	Met Min Size	Act Chg	RI	Met RI?
All Students	2	33	6.1%	100%	0	31	0.0%	-	6.1	-	-
African Amer	2	27	7.4%	82%	0	27	0.0%	-	7.4	-	-
Hispanic	0	2	0.0%	6%	0	4	0.0%	-	0.0	-	-
White	0	4	0.0%	12%	0	0	-	-	-	-	-
Econ Disadv	1	9	11.1%	27%	0	13	0.0%	-	11.1	-	-

RI, exceptions data, and rating do not appear here. These will be on the final data table on 8/1/2005.

*The design of both the preview and final data tables may vary slightly from the samples shown.*

## TAKS

**Analysis Group Marker** – An 'X' to the left of a group label indicates that performance results for that group are used to determine an accountability rating because minimum size criteria were met. If no 'X' appears, then the size minimums were not met and performance results for that group are not used to determine the accountability rating. Note that 'All Students' results for TAKS are always evaluated.

**Percent Met Standard** – This value is the key number for TAKS: it shows what percent of the student group passed that test.

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

	2005			
Performance Results	Number Met Std	Number Taking	Pct Met Std	Stu Grp %
X Reading/ELA All Students	66	131	50%	100%
X African Amer	54	114	47%	87%
Hispanic	8	11	73%	8%
White	4	5	80%	4%
X Econ Disadv	64	127	50%	97%
X Writing All Students	2	2	100%	100%
African Amer	1	1	100%	50%
Hispanic	1	1	100%	50%
White	0	0	-	0%
Econ Disadv	2	2	100%	100%

**Number Met Standard** – This value is the numerator used to calculate percent met standard.

**Number Taking** – This value is the denominator used to calculate percent met standard.

## SDAA II

The SDAA II has only one measure: percent met ARD expectations (summed across grades and subjects; All Students only.)

STATE-DEVELOPED ALTERNATIVE ASSESSMENT II (SDAA II)				
----- 2005 -----				
SDAA II Results	# Tests Met ARD	# Tests	Pct Met ARD	Stu Grp %
All Students	0	1	0%	100%

*Number of Tests* – This value is the denominator used to calculate the percent met ARD Expectations.

*Number of Tests that Met ARD Expectations* – This value is the numerator used to calculate the percent met ARD Expectations.

*Minimum Size* – Note that at this campus there was only one SDAA II test given, well below the minimum number required (30) for the indicator to be evaluated.

## Completion Rate

COMPLETION RATE TABLE (Gr. 9-12)					
----- Class of 2004 -----					
	# Completers	# Non-completers	# in Class	Comp Rate	Stu Grp %
X All Students	119	12	131	90.8%	100%
X African Amer	92	7	99	92.9%	76%
Hispanic	22	3	25	88.0%	19%
White	5	2	7	71.4%	5%
Econ Disadv	58	2	60	96.7%	46%

To calculate the completion rate, divide the *number of completers* (in this example, 119) by the *number in the class of 2004* (131). This equals the *completion rate* (90.8%). The completion rate for this campus is well within the *Recognized* level.

*Number in Class* – This value is the denominator used to calculate the completion rate.

*Number of Completers* – This value is the numerator used to calculate the completion rate.

*Minimum Size* – The *number of non-completers* and the *number in class* are used together to determine whether there are enough students for a group to be evaluated.

## Annual Dropout Rate

ANNUAL DROPOUT RATE TABLE (Gr. 7-8)					
----- 2003-04 -----					
	# Official Dropouts	# 7-8 Graders	Official Dropout Rate	Stu Grp %	# Off Drop
All Students	2	33	6.1%	100%	
African Amer	2	27	7.4%	82%	
Hispanic	0	2	0.0%	6%	
White	0	4	0.0%	12%	
Econ Disadv	1	9	11.1%	27%	

To calculate the annual dropout rate, divide the *number of dropouts* by the *number of 7th and 8th graders*.

*Number of 7th and 8th Graders* – This value is the denominator used to calculate the annual dropout rate.

*Number of Official Dropouts* – This value is the numerator used to calculate the annual dropout rate.

*Minimum Size* – Note that at this campus there were only two dropouts, fewer than the minimum number required (5) for the indicator to be evaluated.

## Student Group Percent

Student group percentages are shown to help explain which student groups meet the minimum size criteria for the indicator. These percents are rounded to whole numbers.

Performance Results	2005		Pct Met Std	Stu Grp %
	Number Met Std	Number Taking		
Social Studies				
X All Students	28	50	56%	100%
X African Amer	25	44	57%	88%
Hispanic	2	4	50%	8%
White	1	1	100%	2%
X Econ Disadv	27	49	55%	98%

At this campus note that while the number of African American and Economically Disadvantaged students is fewer than 50, their student group percent is much higher than the minimum size criteria of 10%. For that reason these two groups are analyzed for this subject.

## Required Improvement

Campuses and districts may achieve a higher rating using *Required Improvement*. In 2005, it can be applied to three of the base indicators – TAKS, Completion, and Annual Dropout Rate – to raise a rating from *Academically Unacceptable* to *Academically Acceptable* or to raise a rating from *Academically Acceptable* to *Recognized*. All calculations for Required Improvement will be done automatically by TEA and shown on the final data tables.

Performance Results	2005				2004				Required Improvement		
	Number Met Std	Number Taking	Pct Met Std	Stu Grp %	Number Met Std	Number Taking	Pct Met Std	Met Min Size	Act Chg	RI	Met RI
Mathematics											
X All Students	34	112	30%	100%	23	92	25%	yes	5		
X African Amer	28	93	30%	83%	21	80	26%	yes	4		
Hispanic	4	12	33%	11%	2	8	25%		8		
White	2	6	33%	5%	0	4	0%		33		
X Econ Disadv	33	111	30%	99%	12	48	25%	yes	5		
Science											
X All Students	44	111	23%	100%	11	54	20%	yes	3		
X African Amer	40	111	23%	91%	10	48	21%	yes	2		
Hispanic	1	4	0%	2%	1	5	20%		-20		
White	2	4	0%	5%	0	1	0%		0		
X Econ Disadv	43	111	21%	98%	6	28	21%	yes	0		

At this campus, all performance is at the *Academically Acceptable* standard or above for all measures except TAKS mathematics and science.

To see if the rating can be raised by applying Required Improvement, first check to see if each measure meets the minimum size for the prior year (at least 10 test takers).

This campus meets the minimum size for Required Improvement.

Number Met Std	Number Taking	Pct Met Std	Met Min Size	Required Improvement		
				Act Chg	RI	Met RI
23	92	25%	yes	5	5	yes
21	80	26%	yes	4	5	no
2	8	25%	yes	8		
0	4	0%		33		
12	48	25%	yes	5	5	yes
11	54	20%	yes	3	3	yes
10	48	21%	yes	2	2	yes
1	5	20%		-20		
0	1	0%		0		
6	28	21%	yes	0	2	no

Next, determine the Required Improvement: The formula is *the standard for 2005 minus the campus's performance in 2004, divided by 2*.

Finally, for each measure, see if the actual change is greater than or equal to the Required Improvement. A negative number indicates performance has declined (except in the case of dropout rate, where it means improvement).

This campus met Required Improvement for all but two measures.

## Exceptions

Campuses or districts evaluated to be *Academically Unacceptable* even after applying Required Improvement may be able to “gate up” to *Academically Acceptable* using the Exceptions Provision for the TAKS and/or SDAA II measures. (Exceptions cannot be used to move a campus or district to *Recognized* or *Exemplary*.)

This campus was evaluated on 13 assessment measures, so it is allowed up to 2 exceptions.

After applying Required Improvement, this campus has 2 measures that are still at *Academically Unacceptable* (coincidentally the same number as the number of exceptions it has available).

Next, determine if the 2005 performance in the two areas meets the floor: it must be no more than 5 percentage points below the standard (at least 30% for mathematics and at least 20% for science).

EXCEPTIONS TABLE					
Number Msrs Evaluated	Number Allowed	Number Needed	Floor(s) Met?	Msr(s) Used in 2004?	Exceptions Applied
13	2	2	yes	no	<i>Mathematics - African American Science - Economically Disadvantaged</i>

Finally, check to make sure these measures were not used in 2004 (*exceptions cannot be repeated in consecutive years*). Neither measure was used in 2004, so this campus is able to use their two exceptions and gate up to a rating of *Academically Acceptable*.

## ADDITIONAL INFORMATION ON AUGUST DATA TABLES

The sample shown is of a *preview* data table. These will be made available to districts on the TEASE website. Data tables with rating labels will be released on August 1, 2005.

The following items are the additional information not present on the preview, but added to the August data tables:

- *Accountability Ratings.* (A list of possible rating labels is shown in *Table 4* in this chapter.)
- *Pairing.* Any standard campus with enrollment within grades 1-12, but no students tested on TAKS will be paired for accountability. A message will indicate the campus it is paired with.
- *Messages.* These messages appear in the top section of the data table when applicable:
  - (Special Analysis Used) (*campus or district*)
  - Rating changed due to appeal. Data not modified. (*campus or district*)
  - Rating is not based on data shown in the table. (*campus or district*)
  - District rating limited to *Academically Acceptable* due to having one or more *Academically Unacceptable* campuses. (*district only*)
  - District rating limited to *Academically Acceptable* due to exceeding threshold for underreported students. (*district only*)
  - Rating changed after [date] due to Data Integrity Issues. (*campus or district*)

- *Required Improvement.* The final data table shows all calculations for Required Improvement:
  - Met Min Size - Met Minimum Size shows “yes” or “no.”
  - RI - This shows the amount of change needed for Required Improvement to be met.
  - Met RI - If Required Improvement is calculated, this shows “yes” or “no” depending on the comparison of actual change to the change needed (RI).
  - *Blank* - If Required Improvement is not applicable, the columns are blank.
  - *Footnotes.* A footnote appears if the Required Improvement floor is not met thus preventing the use of Required Improvement to change a rating from *Academically Acceptable* to *Recognized*.
- *Exceptions.* The final data table shows all calculations for the Exceptions Provision:
  - Number Needed - This shows the number of assessment measures below the *Academically Acceptable* standard that did not meet Required Improvement.
  - Floor(s) Met? - This shows “yes” or “no” depending on whether or not the performance floor was met for all the assessment measures needing exception. If any don’t meet the floor, “no” appears.
  - Measure(s) Used in 2004? – The same exception cannot be used in consecutive years. This shows “yes” or “no” depending on whether or not any of the exceptions needed in 2005 were used in 2004.
  - Exceptions Applied - This shows the subject and group for which an exception is used. Up to three may be listed.
  - *Blank* - If the Exceptions Provision is not applicable, only the *Number Measures Evaluated* and *Number Allowed* columns show a number, other areas are blank.

## Masked Data

As in the past, performance on the data tables posted to the agency’s public website is masked when there are fewer than five students in the denominator of the measure. Additionally, all performance at or near 0% or 100% is also masked. It is necessary to mask data that potentially reveals the performance of every student in order to be in compliance with the federal *Family Educational Rights and Privacy Act* (FERPA).

## SYSTEM SUMMARY

The following two tables summarize the 2005 system. *Table 6* provides an overview of the requirements for each rating level. A district or campus must meet the criteria for every applicable measure to be rated *Exemplary*, *Recognized*, or *Academically Acceptable*; otherwise the next lower rating is assigned.

The Exceptions Provision can elevate to a rating of *Academically Acceptable* but no higher.

Districts must meet two additional provisions at the *Recognized* and *Exemplary* rating levels: checks for *Academically Unacceptable* campuses and excessive underreported students.

*Table 7* is a single-page overview that provides details of the 2005 system, with the base indicators listed as columns. For each of the indicators, users can see brief definitions, the rounding methodology, the accountability subset methodology, the standards, minimum size criteria, subjects and student groups used, application of Required Improvement, and the Exceptions Provision.

**Table 6: Requirements for Each Rating Category**

	Academically Acceptable	Recognized	Exemplary
<b>Base Indicators</b>			
<b>Spring 2005 TAKS</b> • All students <i>and each student group meeting minimum size:</i> • African American • Hispanic • White • Econ. Disadv.	meets each standard: • Reading/ELA ... <b>50%</b> • Writing ..... <b>50%</b> • Social Studies.. <b>50%</b> • Mathematics .... <b>35%</b> • Science..... <b>25%</b> <b>OR</b> meets Required Improvement	meets <b>70%</b> standard for each subject <b>OR</b> meets <b>65%</b> floor and Required Improvement	meets <b>90%</b> standard for each subject
<b>Spring 2005 SDAA II</b> All students (if meets minimum size criteria)	meets <b>50%</b> standard (Met ARD Expectations)	meets <b>70%</b> standard (Met ARD Expectations)	meets <b>90%</b> standard (Met ARD Expectations)
<b>Completion Rate II (class of 2004)</b> • All students <i>and each student group meeting minimum size:</i> • African American • Hispanic • White • Econ. Disadv.	meets <b>75.0%</b> standard <b>OR</b> meets Required Improvement	meets <b>85.0%</b> standard <b>OR</b> meets <b>80.0%</b> floor and Required Improvement	meets <b>95.0%</b> standard
<b>Annual Dropout Rate 2003-04</b> • All students <i>and each student group meeting minimum size:</i> • African American • Hispanic • White • Econ. Disadv.	meets <b>1.0%</b> standard <b>OR</b> meets Required Improvement	meets <b>0.7%</b> standard <b>OR</b> meets <b>0.9%</b> floor and Required Improvement	meets <b>0.2%</b> standard
<b>Additional Provisions</b>			
<b>Exceptions</b>	Applied if district/campus would be <i>Academically Unacceptable</i> due to not meeting the <i>Academically Acceptable</i> criteria on up to 3 test measures. (See detailed explanation.)	Exceptions cannot be used to move to a rating of <i>Recognized</i> .	Exceptions cannot be used to move to a rating of <i>Exemplary</i> .
<b>Check for Academically Unacceptable Campuses</b> (District only)	Does not apply to <i>Academically Acceptable</i> districts.	A district with a campus rated <i>Academically Unacceptable</i> cannot be rated <i>Recognized</i> .	A district with a campus rated <i>Academically Unacceptable</i> cannot be rated <i>Exemplary</i> .
<b>Underreported Students:</b> (District only)	Does not apply to <i>Academically Acceptable</i> districts.	A district that underreports more than <b>100</b> students or more than <b>5.0%</b> of its prior year students cannot be rated <i>Recognized</i> .	A district that underreports more than <b>100</b> students or more than <b>5.0%</b> of its prior year students cannot be rated <i>Exemplary</i> .

**Table 7: Overview of 2005 System Components**

	<b>TAKS</b>	<b>SDAA II</b>	<b>Completion Rate II</b>	<b>Dropout Rate</b>
<b>Definition</b>	TAKS results (gr. 3-11) summed across grades by subject. Reading & ELA results are combined. Cumulative results used for first 2 admins of gr. 3 reading, gr. 5 reading, and gr. 5 math. Student passing standard is at panel recommendation for gr. 3-10; 1 SEM for gr. 11.	A single (gr. 3-10) indicator calculated as the number of tests meeting ARD expectations (summed across grades & subjects) divided by the number of SDAA II tests.	Graduates, GED recipients, and continuers expressed as a % of total students in the class. Campuses serving any of gr. 9-12 w/out a completion rate are assigned the district completion rate.	Gr. 7 and 8 official dropouts as a percent of total gr. 7 and 8 students who were in attendance at any time during the school year.
<b>Rounding</b>	Whole Numbers	Whole Numbers	One decimal	One decimal
<b>Standards Exemplary Recognized Acceptable</b>	Ex.: All Subjects $\geq 90\%$ Re.: All Subjects $\geq 70\%$ Acc.: Rdg/ELA/W/SS $\geq 50\%$ Mathematics $\geq 35\%$ Science $\geq 25\%$	Ex.: $\geq 90\%$ Re.: $\geq 70\%$ Acc.: $\geq 50\%$	Ex.: $\geq 95.0\%$ Re.: $\geq 85.0\%$ Acc.: $\geq 75.0\%$	Ex.: $\leq 0.2\%$ Re.: $\leq 0.7\%$ Acc.: $\leq 1.0\%$
<b>Mobility Adjustment (Accountability Subset)</b>	District ratings: results for students enrolled in the district in the fall and tested in the same district. Campus ratings: results for students enrolled in the campus in the fall and tested in the same campus.		None	None
<b>Subjects</b>	Reading/ELA Writing Mathematics Social Studies Science	Reading/ELA Writing Mathematics n/a n/a	n/a	n/a
<b>Student Groups</b>	All & Student Grps: African American Hispanic White Econ. Disadv.	All Students Only	All & Student Grps: African American Hispanic White Econ. Disadv.	All & Student Grps: African American Hispanic White Econ. Disadv.
<b>Minimum Size Criteria</b>				
<b>All</b>	No minimum size requirement—special analysis for small numbers	30 or more tests	$\geq 5$ dropouts AND $\geq 10$ students	$\geq 5$ dropouts AND $\geq 10$ students
<b>Groups</b>	30/10%/50	n/a	$\geq 5$ dropouts AND 30/10%/50	$\geq 5$ dropouts AND 30/10%/50
<b>Required Improvement (RI)</b>				
<b>Actual Chg</b>	2005 minus 2004 performance (@ 2005 passing std)	n/a	Class of 2004 rate minus Class of 2003 rate	2003-04 rate minus 2002-03 rate
<b>RI</b>	Gain needed to reach standard in 2 yrs.	n/a	Gain needed to reach standard in 2 yrs.	Decline needed to reach std. in 2 yrs.
<b>Use</b>	Gate up to <i>Acceptable</i> and <i>Recognized</i>	n/a	Gate up to <i>Acceptable</i> and <i>Recognized</i>	Gate up to <i>Acceptable</i> and <i>Recognized</i>
<b>Floor (Recognized)</b>	at least 65%	n/a	at least 80.0%	$\leq 0.9\%$
<b>Minimum Size</b>	Meets minimum size in current year and has $\geq 10$ students tested in prior year.	n/a	Meets minimum size in current year and has $\geq 10$ students in completion class the prior year.	Meets minimum size in current year & has $\geq 10$ 7 <sup>th</sup> -8 <sup>th</sup> grade students the prior yr.
<b>Exceptions</b>	After application of RI, this provision may be applied if the campus or district would be <i>Unacceptable</i> solely due to not meeting the <i>Acceptable</i> criteria on up to 3 assessment measures. Applies to 26 measures – 25 TAKS (5 subjects x 5 groups) plus the SDAA II measure.		n/a	n/a
<b>Use</b>	As a gate up to <i>Acceptable</i>		n/a	n/a
<b>Floor</b>	No more than 5 percentage points below <i>Acceptable</i> std.		n/a	n/a
<b>Number of Exceptions Allowed (variable)</b>	# of Assessment Measures Evaluated (at campus or district)	Maximum Exceptions Allowed	n/a	n/a
	1 – 5	0		
	6 – 10	1		
	11 – 15	2		
	16 – 26	3		





## Chapter 5 – Gold Performance Acknowledgments

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The Gold Performance Acknowledgment (GPA) system acknowledges districts and campuses for high performance on indicators other than those used to determine accountability ratings. These indicators are in statute (*Texas Education Code*) or determined by the Commissioner of Education. Acknowledgment is given for high performance on:

- Advanced Course/Dual Enrollment Completion
- Advanced Placement/International Baccalaureate Results
- Attendance Rate
- Commended Performance: Reading/English Language Arts
- Commended Performance: Mathematics
- Commended Performance: Writing
- Commended Performance: Science
- Commended Performance: Social Studies
- Comparable Improvement: Reading/English Language Arts
- Comparable Improvement: Mathematics
- Recommended High School Program/Distinguished Achievement Program
- SAT/ACT Results (College Admissions Tests)
- TAAS/TASP Equivalency (College Preparedness)

### Acknowledgment Categories

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**Acknowledged.** The campus or district is rated *Academically Acceptable* or higher, has results to be evaluated, and has met the acknowledgment criteria on one or more of the indicators.

**Does Not Qualify.** Either of the following:

- The campus or district has performance results to be evaluated but did not meet the acknowledgment criteria.
- The campus or district has performance results to be evaluated but has been initially rated *Academically Unacceptable*. (Those that are later granted a higher rating on appeal are eligible to be evaluated and may earn acknowledgments.)

**Not Applicable.** Any of the following:

- The campus or district does not have performance results to be evaluated for this acknowledgment.
- The campus or charter is evaluated under alternative education accountability (AEA) procedures.
- The campus or district is labeled *Not Rated: Other* (for example, campuses that only serve students in Pre-K/K, or campuses not rated due to insufficient data).
- The campus or district is labeled *Not Rated: Data Integrity Issues*.

Districts and campuses can receive acknowledgment separately on each of the thirteen indicators. Campuses paired for TAKS performance can be acknowledged on their own GPA (non-TAKS) indicator data, but paired data is not eligible for acknowledgment.

An overview of the GPA system is provided in *Table 8* below. Detailed definitions of each indicator follow.

**Table 8: Gold Performance Acknowledgment Standards for 2005**

Indicator	Description	Standard (changes for 2005 in bold)	Year Evaluated
Advanced Course/Dual Enrollment Completion	Percent of 9 <sup>th</sup> –12 <sup>th</sup> graders completing and receiving credit for at least one Advanced/Dual Enrollment Course	25.0% or more**	2003-04
AP / IB Results	Percent of 11 <sup>th</sup> and 12 <sup>th</sup> graders taking at least one AP or IB examination <i>AND</i>	15.0% or more <i>AND</i>	2003-04
	Percent of 11 <sup>th</sup> and 12 <sup>th</sup> grade examinees scoring at or above the criterion on at least one examination (3 and above for AP; 4 and above for IB)	50.0% or more*	
Attendance Rate	Attendance Rate for students in grades 1-12, the total number of days present divided by the total number of days in membership	District: 96.0%** Multi-Level: 96.0%** High School: 95.0%** Middle/Jr High: 96.0%** Elementary: 97.0%**	2003-04
Commended Performance: Reading/ELA	Percent of examinees scoring at or above the TAKS commended performance standard (scale score of 2400)	20% or more**	Spring 2005
Commended Performance: Mathematics	Percent of examinees scoring at or above the TAKS commended performance standard (scale score of 2400)	20% or more**	Spring 2005
Commended Performance: Writing	Percent of examinees scoring at or above the TAKS commended performance standard (scale score of 2400)	20% or more**	Spring 2005
Commended Performance: Science	Percent of examinees scoring at or above the TAKS commended performance standard (scale score of 2400)	20% or more**	Spring 2005
Commended Performance: Social Studies	Percent of examinees scoring at or above the TAKS commended performance standard (scale score of 2400)	20% or more**	Spring 2005
Comparable Improvement: Reading/ELA	Average Texas Growth Index (TGI) in TAKS Reading/ELA	<b>Top Quartile (top 25%)***</b>	Spring 2005
Comparable Improvement: Mathematics	Average Texas Growth Index (TGI) in TAKS Mathematics	<b>Top Quartile (top 25%)***</b>	Spring 2005
Recommended High School Program/DAP	Percent of graduates meeting or exceeding requirements for the RHSP/Distinguished Achievement Program	<b>60.0%</b> or more**	Class of 2004
SAT/ACT Results	Percent of graduates taking either the SAT or ACT <i>AND</i>	At least 70.0% of graduates <i>AND</i>	Class of 2004
	Percent of examinees scoring at or above the criterion score (SAT 1110; ACT Composite 24)	40.0% or more at or above criterion*	
TAAS/TASP Equivalency	Percent of graduates meeting/exceeding the TAAS/TASP equivalency standards. (Reading TLI >= X-81; Mathematics TLI >= X-77; Writing scale score >= 1540)	80.0% or more**	Class of 2004

\* Indicator evaluates performance for All Students & the following student groups: African American, Hispanic, and White. Economically Disadvantaged status is not available from the testing results.

\*\* Indicator evaluates performance for All Students & the following student groups: African American, Hispanic, White, and Economically Disadvantaged.

\*\*\* Acknowledgment for Comparable Improvement is available to campuses only.

## Acknowledgment Indicators

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### ADVANCED COURSE/DUAL ENROLLMENT COMPLETION

This indicator is based on a count of students who complete and receive credit for at least one advanced course in grades 9-12. Advanced courses include dual enrollment courses. Dual enrollment courses are those for which a student gets both high school and college credit.

**Who is eligible:** Districts and campuses with grades 9, 10, 11 and/or 12 that have a rating of *Academically Acceptable* or higher.

**Standard:** For acknowledgment on this indicator, at least 25.0% of the 2003-04 students in grades 9 through 12 must receive credit for at least one advanced course.

**Student Groups:** Performance is evaluated for All Students and the following student groups: African American, Hispanic, White, and Economically Disadvantaged.

**Methodology:**

$$\frac{\text{number of students in grades 9 through 12 who received credit for at least one advanced course}}{\text{number of students in grades 9 through 12 who received credit for at least one course}}$$

**Minimum Size Requirements:** All Students results are always evaluated, regardless of the number of students. Student groups may or may not be evaluated, depending on their size:

- If there are fewer than 30 students in the student group, it is not evaluated separately.
- If there are 30 to 49 students within the student group and the student group comprises at least 10% of All Students, it is evaluated.
- If the student group has at least 50 students, it is evaluated.

**Year of Data:** 2003-04

**Data Source:** PEIMS submission 3 (June 2004)

**Other information:**

- *Special Education.* Performance of special education students is included in this measure.
- *Rounding.* All calculations are expressed as a percent, rounded to one decimal point. For example, 24.879% is rounded to 24.9%, not 25.0%. However, student group percents (minimum size requirements) are always rounded to whole numbers.

### ADVANCED PLACEMENT/INTERNATIONAL BACCALAUREATE RESULTS

This refers to the results of the College Board Advanced Placement (AP) examinations and the International Baccalaureate (IB) examinations taken by Texas public school students in a given school year. High school students may take these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested.

**Who is eligible:** Districts and campuses with grades 11 and/or 12 that have a rating of *Academically Acceptable* or higher.

**Standard:** For acknowledgment on this indicator, the campus or district must meet both a participation and a performance standard. It must:

- have 15.0% or more of its 11th and 12th graders taking at least one AP or IB examination; *and* of those tested,
- have 50.0 % or more scoring at or above the criterion score on at least one examination.

**Student Groups:** Performance is evaluated for All Students and the following student groups: African American, Hispanic, and White.

**Methodology:**

*Participation:*

$$\frac{\text{number of 11th and 12th graders taking at least one AP or IB examination}}{\text{total non-special education students enrolled in 11<sup>th</sup> and 12<sup>th</sup> grades}}$$

*and*

*Performance:*

$$\frac{\text{number of 11th and 12th graders with at least one score at or above the criterion score}}{\text{number of 11<sup>th</sup> and 12th graders with at least one AP or IB examination}}$$

**Minimum Size Requirements:** All Students results are always evaluated, regardless of the number of test takers or number of students enrolled in the 11th and 12th grades. To be included in the evaluation for GPA, a student group must have:

- in the numerator of the participation measure: at least 10 test takers; and,
- in the denominator of the participation measure: at least 30 11<sup>th</sup> and 12<sup>th</sup> graders;
  - if there are 30 to 49 students and the student group comprises at least 10% of All Students, it is evaluated; or
  - if the student group has at least 50 students, it is evaluated.

**Year of Data:** 2003-04 school year

**Data Source:** Educational Testing Service, a College Board contractor; The International Baccalaureate Organization; and PEIMS submission 1 (October 2003)

**Other information:**

- *Criterion Score.* The criterion score is 3 or above on Advanced Placement tests and 4 or above on International Baccalaureate examinations.
- *Special Education.* For *participation*, special education 11<sup>th</sup> and 12<sup>th</sup> graders who take an AP or IB examination are included in the numerator, but not the denominator. This may have a slight positive effect on the percent reported.
- *Rounding.* All calculations are expressed as a percent, rounded to one decimal point. For example, 49.877% is rounded to 49.9%, not 50.0%. However, student group percents (minimum size requirements) are always rounded to whole numbers.

## ATTENDANCE RATE

Attendance rates are based on student attendance for the entire school year for students in grades 1-12.

**Who is eligible:** Districts and campuses whose grade span is within grades 1-12 and have a rating of *Academically Acceptable* or higher.

**Standard:** (Variable)

- District/Multi-Level campuses.....At least 96.0%
- Middle School/Junior High .....At least 96.0%
- High School .....At least 95.0%
- Elementary .....At least 97.0%

**Student Groups:** Performance is evaluated for All Students and the following student groups: African American, Hispanic, White, and Economically Disadvantaged.

**Methodology:**

$$\frac{\text{total number of days students in grades 1-12 were present in 2003-04}}{\text{total number of days students in grades 1-12 were in membership in 2003-04}}$$

**Minimum Size Requirements:** For attendance, the minimum size is based on total days in membership rather than individual student counts. Student groups may or may not be evaluated, depending on their size:

- If there are fewer than 5,400 total days in membership (30 students x 180 school days) for the student group, it is not evaluated separately.
- If there are 5,400 to 8,999 total days in membership and the student group comprises at least 10% of All Students total days in membership, it is evaluated.
- If there are at least 9,000 total days in membership (50 students x 180 school days) for the student group, it is evaluated.

**Year of Data:** 2003-04

**Data Source:** PEIMS submission 3 (June 2004)

**Other information:**

- *Campus Type.* The campus type (elementary, high school, etc.) is assigned using the low and high grades taught as determined from the 2004-05 PEIMS submission 1 enrollment records. Multi-level campuses are those that provide instruction in both the elementary and secondary grade level categories. Examples are K-12, K-8, and 6-12 campuses.
- *Time Span.* Attendance for the entire school year is used.
- *Special Education.* This measure includes both non-special education and special education students.
- *Rounding.* All calculations are expressed as a percent, rounded to one decimal point. For example, 95.877% is rounded to 95.9%, not 96.0%. However, student group percents (minimum size requirements) are always rounded to whole numbers.

## COMMENDED PERFORMANCE: READING/ELA

TAKS Commended Performance is the highest performance level set by the State Board of Education on the TAKS. Students who achieve Commended Performance have performed at a level that is considerably above the state passing standard and have shown a thorough understanding of the knowledge and skills at the grade level tested.

**Who is eligible:** Districts and campuses that test students on TAKS reading (grades 3, 4, 5, 6, 7, 8, & 9) or English language arts (grades 10 & 11) and have a rating of *Academically Acceptable* or higher.

**Standard:** For acknowledgment on this indicator, the campus or district must have 20% or more of its examinees scoring at or above the Commended Performance standard.

**Student Groups:** Performance is evaluated for All Students and the following student groups: African American, Hispanic, White, and Economically Disadvantaged.

### Methodology:

$$\frac{\text{number of test takers achieving } \textit{Commended Performance} \text{ on reading or ELA}}{\text{total number test takers in reading or ELA}}$$

**Minimum Size Requirements:** All Students results are always evaluated, regardless of the number of test takers. Student groups may or may not be evaluated, depending on their size:

- If there are fewer than 30 test takers in the student group, it is not evaluated separately.
- If there are 30 to 49 students within the student group and the student group comprises at least 10% of All Students, it is evaluated.
- If the student group has at least 50 students, it is evaluated.

**Year of Data:** 2005 (Spring TAKS Administration)

**Data Source:** Pearson Educational Measurement

### Other information:

- *Scale Score.* Commended Performance is a scale score of 2400 or more on the TAKS.
- *Student Success Initiative.* Students who meet the Commended Performance standard in either the February or April administrations of TAKS reading will be included.
- *Mobility.* Students who move between campuses after October 29, 2004 and before the date of testing are not included in the evaluation of campuses; students who move between districts after October 29, 2004 and before the date of testing are not included in the evaluation of districts. See *Table 3 – Accountability Subset* in *Chapter 2* for more information.
- *Pairing.* Campuses that are paired because they do not have their own TAKS data are not eligible for acknowledgment on *Commended Performance*.
- *Special Education.* Performance of special education students who took the TAKS is included in this measure.

- *Rounding.* All calculations are expressed as a percent, rounded to whole numbers. For example, 19.877% is rounded to 20%. Student group percents (minimum size requirements) are also rounded to whole numbers.

## COMMENDED PERFORMANCE: MATHEMATICS

TAKS Commended Performance is the highest performance level set by the State Board of Education on the TAKS. Students who achieve Commended Performance have performed at a level that is considerably above the state passing standard and have shown a thorough understanding of the knowledge and skills at the grade level tested.

**Who is eligible:** Districts and campuses that test students on TAKS mathematics (grades 3, 4, 5, 6, 7, 8, 9, 10 & 11) and have a rating of *Academically Acceptable* or higher.

**Standard:** For acknowledgment on this indicator, the campus or district must have 20% or more of its examinees scoring at or above the Commended Performance standard.

**Student Groups:** Performance is evaluated for All Students and the following student groups: African American, Hispanic, White, and Economically Disadvantaged.

### Methodology:

$$\frac{\text{number of examinees achieving } \textit{Commended Performance} \text{ on mathematics}}{\text{total number examinees in mathematics}}$$

**Minimum Size Requirements:** All Students results are always evaluated, regardless of the number of test takers. Student groups may or may not be evaluated, depending on their size:

- If there are fewer than 30 test takers in the student group, it is not evaluated separately.
- If there are 30 to 49 students within the student group and the student group comprises at least 10% of All Students, it is evaluated.
- If the student group has at least 50 students, it is evaluated.

**Year of Data:** 2005 (Spring TAKS Administration)

**Data Source:** Pearson Educational Measurement

### Other information:

- *Scale Score.* Commended Performance is a scale score of 2400 or more on the TAKS.
- *Student Success Initiative.* Students who meet the Commended Performance standard in either the April or May administrations of TAKS mathematics will be included.
- *Mobility.* Students who move between campuses after October 29, 2004 and before the date of testing are not included in the evaluation of campuses; students who move between districts after October 29, 2004 and before the date of testing are not included in the evaluation of districts. See *Table 3 – Accountability Subset* in *Chapter 2* for more information.
- *Pairing.* Campuses that are paired because they do not have their own TAKS data are not eligible for acknowledgment on *Commended Performance*.
- *Special Education.* Performance of special education students who took the TAKS is included in this measure.

- *Rounding.* All calculations are expressed as a percent, rounded to whole numbers. For example, 19.877% is rounded to 20%. Student group percents (minimum size requirements) are also rounded to whole numbers.

## COMMENDED PERFORMANCE: WRITING

TAKS Commended Performance is the highest performance level set by the State Board of Education on the TAKS. Students who achieve Commended Performance have performed at a level that is considerably above the state passing standard and have shown a thorough understanding of the knowledge and skills at the grade level tested.

**Who is eligible:** Districts and campuses that test students on TAKS writing (grades 4 & 7) and have a rating of *Academically Acceptable* or higher.

**Standard:** For acknowledgment on this indicator, the campus or district must have 20% or more of its examinees scoring at or above the Commended Performance standard.

**Student Groups:** Performance is evaluated for All Students and the following student groups: African American, Hispanic, White, and Economically Disadvantaged.

### Methodology:

$$\frac{\text{number of examinees achieving } \textit{Commended Performance} \text{ on writing}}{\text{total number examinees in writing}}$$

**Minimum Size Requirements:** All Students results are always evaluated, regardless of the number of test takers. Student groups may or may not be evaluated, depending on their size:

- If there are fewer than 30 test takers in the student group, it is not evaluated separately.
- If there are 30 to 49 students within the student group and the student group comprises at least 10% of All Students, it is evaluated.
- If the student group has at least 50 students, it is evaluated.

**Year of Data:** 2005 (Spring TAKS Administration)

**Data Source:** Pearson Educational Measurement

### Other information:

- *Scale Score.* Commended Performance is a scale score of 2400 or more on the TAKS.
- *Mobility.* Students who move between campuses after October 29, 2004 and before the date of testing are not included in the evaluation of campuses; students who move between districts after October 29, 2004 and before the date of testing are not included in the evaluation of districts. See *Table 3 – Accountability Subset* in *Chapter 2* for more information.
- *Pairing.* Campuses that are paired because they do not have their own TAKS data are not eligible for acknowledgment on *Commended Performance*.
- *Special Education.* Performance of special education students who took the TAKS is included in this measure.



- *Rounding.* All calculations are expressed as a percent, rounded to whole numbers. For example, 19.877% is rounded to 20%. Student group percents (minimum size requirements) are also rounded to whole numbers.

## COMMENDED PERFORMANCE: SCIENCE

TAKS Commended Performance is the highest performance level set by the State Board of Education on the TAKS. Students who achieve Commended Performance have performed at a level that is considerably above the state passing standard and have shown a thorough understanding of the knowledge and skills at the grade level tested.

**Who is eligible:** Districts and campuses that test students on TAKS science (grades 5, 10 & 11) and have a rating of *Academically Acceptable* or higher.

**Standard:** For acknowledgment on this indicator, the campus or district must have 20% or more of its examinees scoring at or above the Commended Performance standard.

**Student Groups:** Performance is evaluated for All Students and the following student groups: African American, Hispanic, White, and Economically Disadvantaged.

### Methodology:

$$\frac{\text{number of examinees achieving } \textit{Commended Performance} \text{ on science}}{\text{total number examinees in science}}$$

**Minimum Size Requirements:** All Students results are always evaluated, regardless of the number of test takers. Student groups may or may not be evaluated, depending on their size:

- If there are fewer than 30 test takers in the student group, it is not evaluated separately.
- If there are 30 to 49 students within the student group and the student group comprises at least 10% of All Students, it is evaluated.
- If the student group has at least 50 students, it is evaluated.

**Year of Data:** 2005 (Spring TAKS Administration)

**Data Source:** Pearson Educational Measurement

### Other information:

- *Scale Score.* Commended Performance is a scale score of 2400 or more on the TAKS.
- *Mobility.* Students who move between campuses after October 29, 2004 and before the date of testing are not included in the evaluation of campuses; students who move between districts after October 29, 2004 and before the date of testing are not included in the evaluation of districts. See *Table 3 – Accountability Subset* in *Chapter 2* for more information.
- *Pairing.* Campuses that are paired because they do not have their own TAKS data are not eligible for acknowledgment on *Commended Performance*.
- *Special Education.* Performance of special education students who took the TAKS is included in this measure.

- *Rounding.* All calculations are expressed as a percent, rounded to whole numbers. For example, 19.877% is rounded to 20%. Student group percents (minimum size requirements) are also rounded to whole numbers.

## COMMENDED PERFORMANCE: SOCIAL STUDIES

TAKS Commended Performance is the highest performance level set by the State Board of Education on the TAKS. Students who achieve Commended Performance have performed at a level that is considerably above the state passing standard and have shown a thorough understanding of the knowledge and skills at the grade level tested.

**Who is eligible:** Districts and campuses that test students on TAKS social studies (grades 8, 10 & 11) and have a rating of *Academically Acceptable* or higher.

**Standard:** For acknowledgment on this indicator, the campus or district must have 20% or more of its examinees scoring at or above the Commended Performance standard.

**Student Groups:** Performance is evaluated for All Students and the following student groups: African American, Hispanic, White, and Economically Disadvantaged.

### Methodology:

$$\frac{\text{number of examinees achieving } \textit{Commended Performance} \text{ on social studies}}{\text{total number examinees in social studies}}$$

**Minimum Size Requirements:** All Students results are always evaluated, regardless of the number of test takers. Student groups may or may not be evaluated, depending on their size:

- If there are fewer than 30 test takers in the student group, it is not evaluated separately.
- If there are 30 to 49 students within the student group and the student group comprises at least 10% of All Students, it is evaluated.
- If the student group has at least 50 students, it is evaluated.

**Year of Data:** 2005 (Spring TAKS Administration)

**Data Source:** Pearson Educational Measurement

### Other information:

- *Scale Score.* Commended Performance is a scale score of 2400 or more on the TAKS.
- *Mobility.* Students who move between campuses after October 29, 2004 and before the date of testing are not included in the evaluation of campuses; students who move between districts after October 29, 2004 and before the date of testing are not included in the evaluation of districts. See *Table 3 – Accountability Subset* in *Chapter 2* for more information.
- *Pairing.* Campuses that are paired because they do not have their own TAKS data are not eligible for acknowledgment on *Commended Performance*.
- *Special Education.* Performance of special education students who took the TAKS is included in this measure.

- **Rounding.** All calculations are expressed as a percent, rounded to whole numbers. For example, 19.877% is rounded to 20%. Student group percents (minimum size requirements) are also rounded to whole numbers.

## **COMPARABLE IMPROVEMENT: READING/ELA**

Comparable Improvement (CI) is a measure that calculates how student performance on the TAKS test has changed (or grown) from one year to the next, and compares the change to that of the 40 schools that are demographically most similar to the target school.

**Who is eligible:** Campuses that test students on TAKS reading or English languages arts in grades 4 - 11 and have a rating of *Academically Acceptable* or higher. Districts are not eligible because CI is not calculated at the district level.

**Standard:** For acknowledgment on this indicator, the campus must have an average Texas Growth Index (TGI) within the top quartile (the top 25%) of their 40-member campus comparison group for reading/ELA.

**Student Groups:** Performance is evaluated for All Students only.

**Methodology:** First, determine the campus's average Texas Growth Index:

$$\frac{\text{sum of matched student TGI values for reading/ELA}}{\text{total number of matched students in reading/ELA}}$$

Then, determine which quartile the campus is in within its 40-member campus comparison group. See *Appendix E – Texas Growth Index* and *Appendix F – Campus Comparison Group* for a complete explanation of the methodology for this measure.

**Minimum Size Requirements:** Students must be matched to the spring 2004 TAKS administration—anywhere in the state—to find their prior year scale score for reading or ELA. Any campus with fewer than 10 matched students for a subject will not have average TGI values calculated and will not be assigned a quartile position.

**Year of Data:** 2005 and 2004 (Spring TAKS Administrations)

**Data Source:** Pearson Educational Measurement

### **Other information:**

- **Grade 3.** Growth is not calculated for third grade test takers since that is their first TAKS test. For this reason, campuses with a high grade of 3 are not eligible for acknowledgment on CI.
- **Student Success Initiative.**
  - For grade 5 students who take TAKS reading in both February and April, the performance used is the score they achieved in the February administration. That score will be matched to their single grade 4 administration from 2004 to determine their TGI.
  - For grade 4 students who—as third graders in 2004—took TAKS reading in both March and April 2004, the TGI is determined by matching the score they achieved on their single grade 4 administration from 2005 to the score they achieved on their March administration in 2004.

- *Pairing.* Campuses that are paired because they do not have their own TAKS data are not eligible for acknowledgment on CI.
- *Special Education.* Performance of special education students who took the TAKS is included in this measure.
- *Rounding.* All calculations are expressed as a percent, rounded to whole numbers. For example, 19.877% is rounded to 20%. Student group percents (minimum size requirements) are also rounded to whole numbers.

## COMPARABLE IMPROVEMENT: MATHEMATICS

Comparable Improvement (CI) is a measure that calculates how student performance on the TAKS test has changed (or grown) from one year to the next, and compares the change to that of the 40 schools that are demographically most similar to the target school.

**Who is eligible:** Campuses that test students on TAKS mathematics in grades 4 – 11 and have a rating of *Academically Acceptable* or higher. Districts are not eligible because CI is not calculated at the district level.

**Standard:** For acknowledgment on this indicator, the campus must have an average Texas Growth Index (TGI) within the top quartile (the top 25%) of their 40-member campus comparison group for mathematics.

**Student Groups:** Performance is evaluated for All Students only.

**Methodology:** First, determine the campus's average Texas Growth Index:

$$\frac{\text{sum of matched student TGI values for mathematics}}{\text{total number of matched students in mathematics}}$$

Then determine which quartile the campus is in within its 40-member campus comparison group. See *Appendix E – Texas Growth Index* and *Appendix F – Campus Comparison Group* for a complete explanation of the methodology for this measure.

**Minimum Size Requirements:** Students must be matched to the spring 2004 TAKS administration—anywhere in the state—to find their prior year scale score for mathematics. Any campus with fewer than 10 matched students for a subject will not have average TGI values calculated and will not be assigned a quartile position.

**Year of Data:** 2005 and 2004 (Spring TAKS Administrations)

**Data Source:** Pearson Educational Measurement

### Other information:

- *Grade 3.* Growth is not calculated for third grade test takers since that is their first TAKS test. For this reason, campuses with a high grade of 3 are not eligible for acknowledgment on CI.
- *Student Success Initiative.* For grade 5 students who take TAKS mathematics in both April and May, the performance used is the score they achieved in the April administration. That score will be matched to their single grade 4 administration from 2004 to determine their TGI.

- *Pairing.* Campuses that are paired because they do not have their own TAKS data are not eligible for acknowledgment on CI.
- *Special Education.* Performance of special education students who took the TAKS is included in this measure.
- *Rounding.* All calculations are expressed as a percent, rounded to whole numbers. For example, 19.877% is rounded to 20%. Student group percents (minimum size requirements) are also rounded to whole numbers.

## RECOMMENDED HIGH SCHOOL PROGRAM/DAP

This indicator shows the percent of graduates who were reported as having satisfied the course requirements for the Texas State Board of Education Recommended High School Program or Distinguished Achievement Program.

**Who is eligible:** Districts and campuses that have graduates and that are rated *Academically Acceptable* or higher.

**Standard:** For acknowledgment on this indicator, 60.0% of all 2004 graduates reported must meet or exceed the requirements for the Recommended High School Program or Distinguished Achievement Program.

**Student Groups:** Performance is evaluated for All Students and the following student groups: African American, Hispanic, White, and Economically Disadvantaged.

### Methodology:

$$\frac{\text{number of graduates reported with graduation codes for Recommended High School Program or Distinguished Achievement Program}}{\text{number of graduates}}$$

**Minimum Size Requirements:** All Students results are always evaluated, regardless of the number of graduates. Student groups may or may not be evaluated, depending on their size:

- If there are fewer than 30 graduates in the student group, it is not evaluated separately.
- If there are 30 to 49 students within the student group and the student group comprises at least 10% of All Students, it is evaluated.
- If the student group has at least 50 students, it is evaluated.

**Year of Data:** Class of 2004

**Data Source:** PEIMS submission 1 (October 2004)

### Other information:

- *Special Education.* Measure includes both non-special education and special education graduates.
- *Rounding.* All calculations are expressed as a percent, rounded to one decimal point. For example, 59.877% is rounded to 59.9%, not 60.0%. However, student group percents (minimum size requirements) are always rounded to whole numbers.

## SAT/ACT RESULTS

This indicator shows the performance and participation on two college admissions tests: the College Board's SAT and ACT, Inc.'s ACT Assessment.

**Who is eligible:** Districts and campuses that have graduates and that are rated *Academically Acceptable* or higher.

**Standard:** For acknowledgment on this indicator, the campus or district must meet both a participation and a performance standard. It must:

- have 70.0% or more of the class of 2004 non-special education graduates taking either the ACT or the SAT; *and* of those examinees
- have 40.0% or more scoring at or above the criterion score on at least one examination.

**Student Groups:** Performance is evaluated for All Students and the following student groups: African American, Hispanic, and White.

### Methodology:

*Participation:*

$$\frac{\text{number of graduates taking either the SAT or the ACT}}{\text{total non-special education graduates}}$$

*and*

*Performance:*

$$\frac{\text{number of examinees at or above the criterion score}}{\text{number of graduates taking either the SAT or the ACT}}$$

**Minimum Size Requirements:** All Students results are always evaluated, regardless of the number of test takers or graduates. To be included in the evaluation for GPA, a student group must have:

- in the numerator of the participation measure: at least 10 test takers; and,
- in the denominator of the participation measure: at least 30 non-special education graduates;
  - if there are 30 to 49 students and the student group comprises at least 10% of All Students, it is evaluated; or
  - if the student group has at least 50 students, it is evaluated.

**Year of Data:** Class of 2004

**Data Source:** Educational Testing Service, a College Board contractor (SAT) and ACT, Inc. (ACT)

### Other information:

- *Criterion.* The criterion score is 1110 on the SAT (total) or 24 on the ACT (composite).

- *Most Recent Test.* Both testing companies annually provide the agency with testing information on the most recent test participation and performance of graduating seniors from all Texas public schools. Only one record is sent per student. If a student takes an ACT or SAT test more than once, the agency receives the record for the most recent examination taken.
- *Both Tests Taken.* If a student takes both the SAT and the ACT, the information is combined so that an unduplicated count of students is used. If the student scored above the criterion on either the SAT or ACT, that student is counted as having scored above the criterion.
- *Campus ID.* The student taking the test identifies the campus to which a score is attributed.
- *Special Education.* For *participation* special education graduates who take the ACT or SAT are included in the numerator, but not the denominator. This may have a slight positive effect on the percent reported.
- *Rounding.* All calculations are expressed as a percent, rounded to one decimal point. For example, 69.877% is rounded to 69.9%, not 70.0%. However, student group percents (minimum size requirements) are always rounded to whole numbers.

## TAAS/TASP EQUIVALENCY

This indicator shows the percent of graduates who performed well enough on the exit-level TAAS as first-time test-takers to have a 75.0% likelihood of passing the Texas Academic Skills Program (TASP) test, now known as the Texas Higher Education Assessment (THEA). The TASP was given to all students enrolled in publicly funded Texas institutions of higher learning until the fall of 2003. Students will continue to graduate under the TAAS graduation requirements through the class of 2004. The 2005 accountability cycle is the last time this indicator will be a Gold Performance Acknowledgment.

**Who is eligible:** Districts and campuses that have graduates and that are rated *Academically Acceptable* or higher.

**Standard:** For acknowledgment on this indicator, 80.0% of all 2004 first-time tested graduates must meet or exceed the TAAS/TASP equivalency standards.

**Student Groups:** Performance is evaluated for All Students and the following student groups: African American, Hispanic, White, and Economically Disadvantaged.

### Methodology:

$$\frac{\text{number of graduates meeting TAAS/TASP equivalency standards for all subjects taken on their first TAAS exit-level administration}}{\text{number of first-time tested graduates}}$$

**Minimum Size Requirements:** All Students results are always evaluated, regardless of the number of graduates. Student groups may or may not be evaluated, depending on their size:

- If there are fewer than 30 graduates in the student group, it is not evaluated separately.

- If there are 30 to 49 graduates within the student group and the student group comprises at least 10% of All Students, it is evaluated.
- If the student group has at least 50 graduates, it is evaluated.

**Year of Data:** Class of 2004 - includes TAAS performance of 10<sup>th</sup> graders (first-time test takers) in 2002, TAAS performance of 11<sup>th</sup> graders (first-time test takers) in 2003, and TAAS performance of 12<sup>th</sup> graders (first-time test takers) in 2004.

**Data Source:** TEA Student Assessment Division and PEIMS

**Other information:**

- *TLI.* To be counted for this indicator a student must have achieved a Texas Learning Index (TLI) of X-81 or higher on the TAAS reading test, a TLI of X-77 or higher on the TAAS mathematics test, and a scale score of 1540 or higher on the TAAS writing test.
- *Special Education.* Both non-special education and special education graduates who took the exit-level TAAS are included in the evaluation.
- *Rounding.* All calculations are expressed as a percent, rounded to one decimal point. For example, 79.877% is rounded to 79.9%, not 80.0%. However, student group percents (minimum size requirements) are always rounded to whole numbers.

**NOTIFICATION OF ACKNOWLEDGMENT**

Notification of Gold Performance Acknowledgment will occur in late October 2005 at the same time as the 2005 ratings update that follows the resolution of all appeals. (See *Chapter 18 – Calendar* for more details.) At that time, the district lists and data tables on TEA’s website will be updated to show the acknowledgments.



## Chapter 6 – Special Issues and Circumstances

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The vast majority of the standard accountability ratings can be determined through the process detailed in *Chapters 2-4: The Basics*. However, there are special circumstances that require closer examination. Accommodating all Texas campuses and districts increases the complexity of the accountability system, but it also increases the fairness of the ratings ultimately assigned. This chapter describes pairing, Special Analysis, and the treatment of non-traditional campuses and their data under the standard accountability procedures.

### Pairing

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#### IDENTIFYING CAMPUSES

All campuses serving grades 1-12 must receive an accountability rating. Beginning in 1994, campuses with no state assessment results due to grade span served were incorporated into the accountability system by having districts choose another campus within the same district with which to pair for accountability purposes. The campuses shared TAAS data. The pairing process was continued with the new accountability system. A new feature, begun with the 2004 system, allows districts to pair a campus with the district and be evaluated on the district's results.

TEA determines which campuses need to be paired for any given accountability cycle after analyzing enrollment files submitted on PEIMS submission 1. All districts with campuses with enrollment in grades higher than kindergarten, and solely in grades with no TAKS data, *i.e.*, grades 1, 2, or 12, receive a request for pairing. Charters are not asked to pair any of their campuses; nor are registered AECs asked to pair.

For campuses that are paired, only TAKS data are shared. The paired campus is evaluated on any non-TAKS indicator data it may have. Similarly, the campus with which it is paired does not share any dropout, completion, SDAA II, or GPA indicator data it may have.

#### IMPROVEMENT CALCULATIONS

*Comparable Improvement.* In 2005, as in 2004, paired data are not used for GPA indicators, including CI acknowledgments.

*Required Improvement.* In 2005, Required Improvement will be calculated with 2004 data based on the pairing relationships established in 2004.

#### PAIRING PROCESS

Districts are given the opportunity to use the same pairing relationship they used in the prior year or to select a new relationship by completing special data entry screens on the TEA website. (See samples that follow.) In late March districts with campuses that needed to be paired received instructions on how to access this on-line application. Pairing decisions were due by April 30, 2005.

If a district fails to inform the state, pairing decisions are made by agency staff. In the case of campuses that have been paired in the past, staff will assume that prior year pairing relationships still apply. In the case of campuses identified as needing to be paired for the first time in the 2004-05 school year, pairing selections will be made based on the guidelines

given in this section in conjunction with analysis of attendance and enrollment patterns using PEIMS data.

## GUIDELINES

Campuses that are paired should have a "feeder" relationship with the selected campus and the grades should be contiguous. For example, a K-2 campus should be paired with the 3-5 campus that accepts its students into 3<sup>rd</sup> grade.

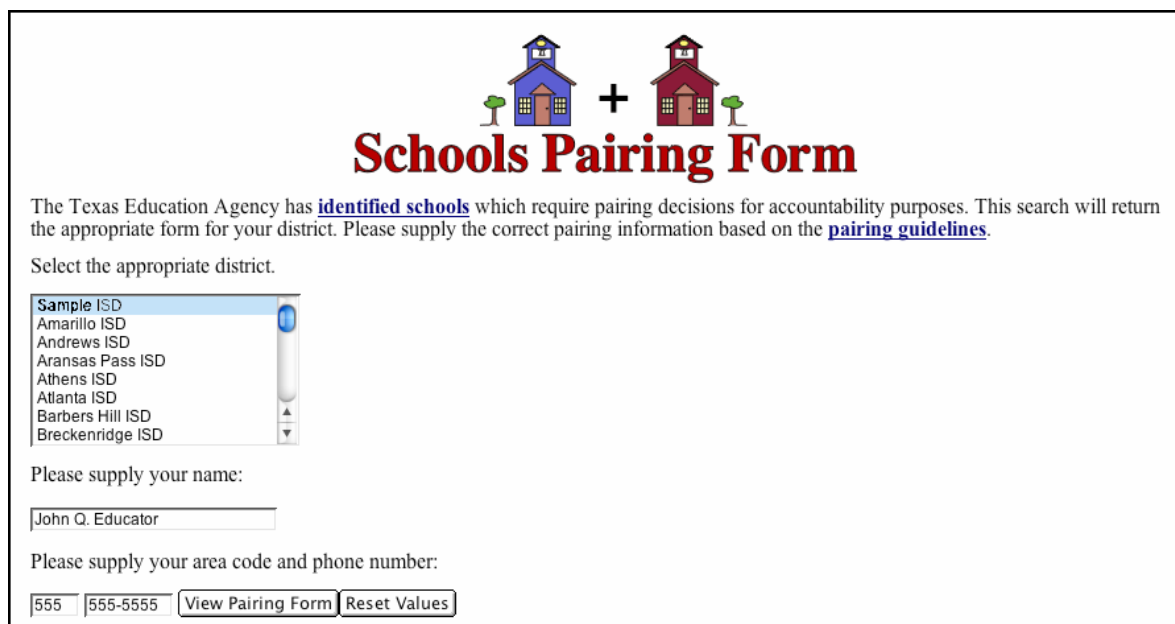
Another option is to pair a campus with the district instead of with another campus. This option is suggested for cases where the campus has no clear relationship with another single campus in the district. A campus paired with the district will be evaluated using the district's TAKS results (for all grades tested in the district). Note that pairing with the district is not required in these cases. Districts have the choice of selecting another campus or selecting the district. For example, in cases where a K-2 campus feeds into several 3-5 campuses, one of the 3-5 campuses may be selected, or the district can be selected. A 12<sup>th</sup> grade center serving students from several high school campuses can select one of the high school campuses or the district may be selected. In these cases, the district should make the best choice based on local criteria.

Multiple pairings are possible: If several K-2 campuses feed the same 3-5 campus, all of the K-2 campuses may be paired with that 3-5 campus.

Districts may change pairings from year to year; however, these changes should be justifiable (e.g., a change in attendance zones affecting feeder patterns).

### ***Exhibit 1: Sample 2005 Paired Campuses Data Entry Application***

*Screen 1 of 3*



The screenshot shows a web application titled "Schools Pairing Form". At the top, there is a graphic of two schoolhouses (one blue, one red) with a plus sign between them. Below the graphic, the title "Schools Pairing Form" is displayed in a large, bold, red font. The text below the title reads: "The Texas Education Agency has [identified schools](#) which require pairing decisions for accountability purposes. This search will return the appropriate form for your district. Please supply the correct pairing information based on the [pairing guidelines](#)." Below this text, it says "Select the appropriate district." and there is a dropdown menu with "Sample ISD" selected. The dropdown list includes: "Sample ISD", "Amarillo ISD", "Andrews ISD", "Aransas Pass ISD", "Athens ISD", "Atlanta ISD", "Barbers Hill ISD", and "Breckenridge ISD". Below the dropdown, it says "Please supply your name:" and there is a text input field containing "John Q. Educator". Below that, it says "Please supply your area code and phone number:" and there are two input fields: the first contains "555" and the second contains "555-5555". To the right of these fields are two buttons: "View Pairing Form" and "Reset Values".

**2005 ACCOUNTABILITY PAIRING FORM**

**Schools to be Paired for Accountability Purposes**

District Name: SAMPLE ISD  
District Number: 999901  
Region Number: 99

To Be Paired:			Paired With:
School Name	School Number	Grade Span	School Number, Name, Grade Span
SAMPLE PRIMARY	999901110	EE - 01	999901170 SAMPLE EL, 02-05
Once completed, press the button at right to SUBMIT your form.			<input type="button" value="Submit"/> <input type="button" value="Reset"/>

*This request took 0.70 seconds of real time (v9.1 build 1457).*

**THANK YOU!**

**We have received your pairing information.**

**Please print the following information for your records.**

**SAMPLE ISD updated by John Q. Educator on 04/15/05.**

To Be Paired:			Paired With:
School Name	School Number	Grade Span	School Name, Number, Grade Span
SAMPLE PRIMARY	999901110	EE - 01	999901170 SAMPLE EL, 02-05

*This request took 0.66 seconds of real time (v9.1 build 1457).*

## Special Analysis

Districts and campuses with small numbers of students pose a special challenge to the accountability system. There are two types of small numbers situations. One is small numbers of students within a group, *e.g.*, few African American test-takers in science. These are handled by applying the minimum size criteria described in *Chapter 2 – The Basics: Base Indicators*. The second type is small numbers of *total* students, that is, few students tested in the All Students category.

Districts and campuses with small numbers of total students raise issues regarding the stability of the data. Special analysis is used to ensure that ratings based on small numbers of TAKS results are appropriate. As a result of special analysis, a rating can remain unchanged,

be elevated, or be changed to *Not Rated*. If special analysis is applied, only All Students performance is examined.

## IDENTIFYING CAMPUSES AND DISTRICTS

Campuses and districts that are eligible for special analysis fall into two categories. The first are those that have fewer than four TAKS testers in each and every subject and do not have their own leaver data of sufficient size to evaluate. These campus and district ratings are changed to *Not Rated: Other*. Beyond these that receive this automatic change, a campus or district undergoes special analysis if:

- the campus or district is *Academically Unacceptable* due to TAKS only, with fewer than 30 All Students tested in one or more of the *Academically Unacceptable* subject(s); *OR*
- the campus or district is limited to *Academically Acceptable* or *Recognized* due to TAKS only, and the evaluation is governed by the results of fewer than four All Students tested.

The following are examples of campuses and districts that will NOT undergo special analysis:

- Campuses or districts rated *Exemplary*.
- Campuses or districts that are *Not Rated*.
- Campuses or districts that are not small (30 or more testers in all subjects).
- Campuses or districts that have few students tested in TAKS, but whose rating of *Academically Unacceptable*, *Academically Acceptable*, or *Recognized* is due to other indicators.

## METHODS FOR SPECIAL ANALYSIS

Campuses or districts that undergo special analysis receive professional review based on analysis of all available performance data. The professional review process involves producing a summary of the district or campus data, analyzing the data, and arriving at a consensus decision among a group of TEA staff members familiar with the standard accountability procedures. The summary data report includes available indicator data for all TAKS tested years (2003, 2004, and 2005). Trends and aggregate data are reviewed.

Because of the small numbers of test takers involved, it can be difficult to assign a rating that is considered reliable and fair. Thus, professional review can result in a *Not Rated* label for some campuses or districts not otherwise meeting the automatic criteria for *Not Rated*.

## New Campuses

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Unlike the 2004 system, in 2005 all campuses—established or new—are rated. A new campus may receive a rating of *Academically Unacceptable* in its first year of operation. This can occur even though the campus does not have prior-year data on which to calculate improvement. The management of campus identification numbers across years is a district responsibility. See *Chapter 17 – Responsibilities and Consequences* for more information.

## Charters

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Based on fall PEIMS data for the 2004-05 school year, there were 192 charter operators serving approximately 66,000 students. Most charter operators have only one campus (140 of the 192); however, some operate multiple campuses.

By statute, charter operators are subject to most of the same federal and state laws as other public school districts, including reporting and accountability requirements. Prior to the 2004 accountability system, only the campuses operated by the charter received an accountability rating. Beginning with 2004, charters as well as the campuses they operate are rated, meaning charter operators are rated under district rating criteria based on the aggregate performance of the campuses operated by the charter. This means charter operators are also subject to the additional performance requirements applied to districts (underreported student standards and the check for *Academically Unacceptable* campuses). Because they are rated, charter operators and their campuses are eligible for *Gold Performance Acknowledgments*.

In 2005, there are some differences between the treatment of charter operators and traditional districts. These are:

- A charter operator may be rated under the alternative education accountability (AEA) procedures. This can occur in two cases: when the charter operates only registered AECs; or, when 50% or more of the charter operator's students are enrolled at registered AECs and the operator opts to be evaluated under AEA procedures.
- A charter operator may be labeled *Not Rated: Other*. This can occur in cases where the charter operator has too little or no TAKS data on which it can be evaluated.
- Charter operators are not asked to pair any of their campuses. Charters are unique in that they either have only one campus or they have multiple campuses with no feeder relationships; therefore, pairing charter campuses is problematic.

As with non-charter campuses, a charter campus that is a registered AEC will be rated under AEA procedures.

## Alternative Education Campuses

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As previously stated, all campuses in the state serving grades 1–12 must receive a campus rating; however, the accountability system recognizes that some campuses offering alternative education programs may need to be evaluated under different criteria than standard campuses.

In 2005, AECs meeting certain eligibility criteria may register to be evaluated under AEA procedures. See *Part 2* of this *Manual* for all details on the AEA procedures.

Other campuses providing alternative education programs may not be registered. Either they did not seek, or were not approved, to be registered for evaluation under AEA procedures. These campuses are evaluated under standard procedures. These campuses will be rated *Exemplary*, *Recognized*, *Academically Acceptable*, *Academically Unacceptable*, *Not Rated: Other*, or *Not Rated: Data Integrity Issues*.

Generally speaking, districts are responsible for the performance of all their students, including those who attend AECs that are registered for evaluation under AEA procedures.

That is, the performance results for students who attend campuses evaluated under AEA procedures *are included* in the district's performance and *are used* in determining the district's rating and acknowledgments. There are some exceptions to this rule. The table below lists various campus situations and whether the performance data is included or excluded from the district evaluation.

In addition to the attribution of data described below, under AEA procedures, the 2005 campus performance of students enrolled at the AEC for fewer than 85 days is reattributed to the sending campus or another campus in the district. See *Chapter 10 – Attribution of AEC Data*.

**Table 9: Inclusion or Exclusion of Performance Data**

Campus Type	Attribution of Data		Statute
	Dropouts	(TAKS/SDAA II)	
<b>Residential Treatment Centers (RTCs)</b>	Dropout data attributed to sending campus and district for students meeting criteria.	Results included in the evaluation of RTC and the district.	39.073(f)
<b>Detention Centers and Correctional Facilities</b>	Dropout data attributed to sending campus and district for students meeting criteria	Results included in the evaluation of center/facility and the district.	39.073(f)
<b>Students Confined to TYC Facilities</b>	Included for the <i>campus</i> , but excluded from <i>district</i> results.	Included for the <i>campus</i> , but excluded from <i>district</i> results.	39.072(d)
<b>JJAEPs</b>	No performance data should be reported to the JJAEP, but included in the district results, if reported.		37.011(h)
<b>DAEPs</b>	No performance data should be reported to the DAEP, but included in the district results, if reported.		n/a

## RESIDENTIAL TREATMENT CENTERS

A district that has a privately operated residential treatment center (RTC) within its geographic boundaries is not held accountable for students who drop out if they are from outside the district and were served at the center for fewer than 85 days. With student attribution codes and attendance data collected through PEIMS, TEA is able to attribute the dropouts to the appropriate sending campus and district.

## DETENTION CENTERS AND CORRECTIONAL FACILITIES

A district that has a registered pre-adjudication detention center or post-adjudication correctional facility within its geographic boundaries is not held accountable for students who drop out if they are from outside the district. With student attribution codes and attendance data collected through PEIMS, TEA is able to attribute the dropouts to the appropriate sending campus and district. Only dropout records for students served in pre-adjudication detention centers and post-adjudication correctional facilities registered with the Texas Juvenile Probation Commission (TJPC) are subject to this process.

## STUDENTS CONFINED TO TEXAS YOUTH COMMISSION FACILITIES

The performance results (TAKS/SDAA II and dropouts) of students confined by court order in a residential treatment program or facility operated by or under contract with the Texas Youth Commission (TYC) are not included in the district results for the district where the TYC is located. The TYC campuses are evaluated, either under standard or AEA procedures, but the district rating is not affected by the performance data reported on these campuses. If the facility is registered for evaluation under AEA procedures, students reattributed to another campus within the district under the AEA 85-day rule are included in the district results in 2005. See *Part 2, Chapter 10 – Attribution of AEC Data*.

## JUVENILE JUSTICE ALTERNATIVE EDUCATION PROGRAMS AND DISCIPLINARY ALTERNATIVE EDUCATION PROGRAMS

Juvenile Justice Alternative Education Programs (JJAEPs) and Disciplinary Alternative Education Programs (DAEPs) are two types of campuses that are not rated under either standard or AEA procedures.

*JJAEPs.* Statute prohibits the attribution of performance results to JJAEPs. For counties with a population of 125,000 or more, Texas Education Code §37.011(h) requires that a student enrolled at a JJAEP be reported as if the student were attending and being tested at his or her “sending” campus. Each district that sends students to a JJAEP is responsible for properly attributing all performance data according to the PEIMS Data Standards and the TAKS testing guidelines.

By statute, procedures for evaluating the educational performance of JJAEPs in large counties are the responsibility of the Texas Juvenile Probation Commission. In the state accountability system, campuses identified to be JJAEPs will be labeled *Not Rated: Other*. Any accountability data erroneously reported to a JJAEP campus will be subject to further investigation.

*DAEPs.* Statutory intent prohibits the attribution of performance results to a DAEP. Each district that sends students to a DAEP is responsible for properly attributing all performance data according to the PEIMS Data Standards and the TAKS testing guidelines.

All campuses identified to be DAEPs will be labeled *Not Rated: Other*. Accountability data erroneously reported to a DAEP campus will be subject to further investigation.

## SPECIAL EDUCATION CAMPUSES

Campuses where all students are served in special education programs *and none are tested on TAKS* will be labeled *Not Rated: Other*, because they have no TAKS results on which to be evaluated. See *Chapter 4 – The Basics: Determining a Rating* for more information on the use of this rating label.





## Chapter 7 – Preview of 2006 and Beyond

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This section provides information about future plans for the standard procedures for the state accountability system to the extent these plans are known in the spring of 2005. The purpose is to inform educators in advance so districts and campuses can be adequately prepared for changes that will take place in 2006 and in later years. The phase-in schedule for the accountability standards will be reevaluated annually; any changes will be announced with as much advance notice as possible.

Additions, deletions, and modifications beyond those discussed here are possible. State legislative action may also affect the accountability system ratings, reports, sanctions, and rewards. At this point in time, such action cannot be predicted.

The changes described below are by year for the years 2006 and 2007. The discussion of 2008 and beyond is grouped together. Changes described for any given year are based on a comparison to the immediately preceding year.

### Accountability System for 2006

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#### TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS)

*Student Passing Standard.* In 2006, the student passing standard will move to Panel Recommendation (PR) for the grade 11 test. All other grades have been at PR since 2005.

*Accountability Standards.* In 2006, the *Academically Acceptable* standards will increase from 50% to 60% for reading/ELA, writing, and social studies; from 35% to 40% for mathematics; and, from 25% to 35% for science. The standards for *Recognized* (for all subjects) and *Exemplary* (for all subjects) will remain the same, at 70% and 90%, respectively.

#### STATE-DEVELOPED ALTERNATIVE ASSESSMENT II (SDAA II)

*Student Passing Standard.* The standard for meeting ARD expectations will continue to be set locally, consistent with state statute.

*Accountability Standards.* Standards for this indicator for 2006 will be determined in 2005-06 when data are available from the first administration (2005).

*Required Improvement.* Required Improvement for SDAA II will be available for 2006 when analysis of gains made between 2005 and 2006 is possible.

*Inclusion of Campuses.* Rating campuses that have *only* SDAA II results will be considered.

#### COMPLETION RATE I

*GED Recipients.* Beginning with the class of 2005 (students whose cohort entered 9<sup>th</sup> grade in 2001-02), only graduates and continuing students (students who return to school for a fifth year) will count as high school completers for the accountability completion rate. While GED recipients from the class of 2005 will not be considered *dropouts*, they will also not be considered *completers*; GED recipients will be in the denominator but not the numerator. This definitional change will increase the rigor of the indicator beginning with the 2006 accountability system. See *Table 10: Completion Rate Transition* on page 71.

*Accountability Standards.* The standards for 2006 are held constant from 2005 while the definition of a completer is changing.

## **ANNUAL DROPOUT RATE**

No changes are anticipated for this indicator for 2006.

## **ADDITIONAL FEATURES**

*Required Improvement.* The Required Improvement methodology will be reevaluated in 2006.

*Exceptions.* The Exceptions Provision will be reevaluated in 2006.

*Underreported Students.* In 2006, the percent of underreported students that can prevent a district from being rated *Exemplary* or *Recognized* will decrease from 5.0% to 2.0%.

*Districts with Academically Unacceptable Campuses.* Whether or not campuses rated *Alternative Education: Academically Unacceptable* can prevent a district from receiving a rating of *Exemplary* or *Recognized* will be considered.

## **GOLD PERFORMANCE ACKNOWLEDGMENTS**

*College Readiness—Texas Success Initiative.* A new indicator of college readiness, the Texas Success Initiative (TSI), will be used for the GPA in 2006 for the first time. The TSI will replace the TAAS/TASP equivalency indicator. Campuses and districts may be acknowledged on the TSI separately for ELA and mathematics. All students and each student group meeting minimum size criteria are evaluated. The minimum size criteria parallel the size criteria applied to other GPA indicators. The 2006 standard for the College Readiness - TSI indicator is 50% for both ELA and mathematics.

*RHSP/DAP.* The standards will increase for the RHSP/DAP indicator, from 60.0% in 2005 to 70.0% in 2006.

*SAT.* Changes by the College Board to the SAT assessments will require review of this indicator's definition and standards during 2006. These changes will first affect graduates in the class of 2006, whose results will be used in the 2007 accountability system.

## **Accountability System for 2007**

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### **TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS)**

*Accountability Standards.* In 2007, the *Academically Acceptable* standards will increase from 40% to 45% for mathematics, and from 35% to 40% for science. The *Academically Acceptable* standards for reading/ELA, writing, and social studies remain the same at 60%. The standard for *Recognized* (for all subjects) will move from 70% to 75% in 2007. *Exemplary* will remain the same, at 90%.

*TAKS Commended.* Measures that incorporate TAKS Commended Performance into the accountability ratings will be developed in 2006 and used for ratings by 2007. When this takes place, these indicators may be removed from the Gold Performance Acknowledgment system.

### **STATE-DEVELOPED ALTERNATIVE ASSESSMENT II (SDAA II)**

*Accountability Standards.* Standards for this indicator for 2007 are yet to be determined.

## COMPLETION RATE I

*Accountability Standards.* Standards for this indicator for 2007 are yet to be determined.

*Methodology.* The completion rate includes four types of students in the calculation:

- *Graduates (class of 2006).* No change: These students are in numerator and denominator.
- *Continuing students (in 2006-07).* No change: This includes students who are still enrolled in a public high school for a fifth year, whether in a regular program or alternative program. These students are in both the numerator and denominator.
- *GED Recipients.* No change from the 2006 accountability cycle: Students who receive GEDs are in the denominator as *GED Recipients*, but they are not in the numerator.
- *Dropouts.* A student coded with a dropout leaver code (and not found through the TEA exclusion process) is a dropout and is in the denominator but not the numerator. Beginning with dropouts from the 2005-06 school year (reported in 2006-07), TEA will use the National Center for Education Statistics (NCES) definition of a dropout. Among other definitional changes, this means that a student who leaves the public school system in 2005-06 to attend a GED program elsewhere and does not receive a GED certificate by the deadline, will be counted as a dropout. If a student is still enrolled at a public school, even an in-school GED program, he or she will be defined as a *continuing student*.

**Table 10: Completion Rate Transition**

Accountability Year	Class of	Cohort Years	Dropout Definition	Completion Rate Methodology	
				Numerator	Denominator
2005	2004	2000-01 2001-02 2002-03 2003-04	TEA TEA TEA TEA	Graduates + Continuers+ GED Recipients	Graduates+ Continuers+ GED Recipients+ Dropouts
2006	2005	2001-02 2002-03 2003-04 2004-05	TEA TEA TEA TEA	Graduates + Continuers	Graduates+ Continuers+ GED Recipients+ Dropouts
2007	2006	2002-03 2003-04 2004-05 2005-06	TEA TEA TEA NCES	Graduates + Continuers	Graduates+ Continuers+ GED Recipients+ Dropouts
2008	2007	2003-04 2004-05 2005-06 2006-07	TEA TEA NCES NCES	Graduates + Continuers	Graduates+ Continuers+ GED Recipients+ Dropouts
2009	2008	2004-05 2005-06 2006-07 2007-08	TEA NCES NCES NCES	Graduates + Continuers	Graduates+ Continuers+ GED Recipients+ Dropouts
2010	2009	2005-06 2006-07 2007-08 2008-09	NCES NCES NCES NCES	Graduates + Continuers	Graduates+ Continuers+ GED Recipients+ Dropouts

## **ANNUAL DROPOUT RATE**

*Dropout Definition.* Beginning with dropouts that occur during the 2005-06 school year (used for 2007 accountability), the definition of a dropout will change to the definition used by the National Center for Education Statistics of the USDE.

## **NEW BASE INDICATOR**

*Proficiency Measure for English Language Learners.* An indicator of English language proficiency for English language learners will be developed as a base indicator for state accountability ratings for use by 2007. The state indicator will build on the work done to define an annual measurable achievement objective (AMAO) required under Title III of NCLB, which incorporates performance on the Reading Proficiency Tests in English (RPTE). Accountability standards for this new indicator will be established in 2006 following analysis of the 2005 results.

## **ADDITIONAL FEATURES**

*Required Improvement.* The Required Improvement methodology will be reevaluated. If appropriate, adjustments will be made, based on gains.

*Exceptions.* The Exceptions Provision will be reevaluated in 2007 to determine if any aspects need to be modified, such as allowing Exceptions for performance on the new base indicator (see above).

*Underreported Students.* In 2007, the percent of underreported students that can prevent a district from being rated *Exemplary* or *Recognized* will decrease from 2.0% to 1.5%.

## **MINIMUM SIZE CRITERIA**

*Student Group Minimums.* In 2005, student groups were not evaluated if: (1) they had fewer than 30 students in the group, or (2) if there were 30 to 49 students in the group and they represented less than 10 percent of the total student population. If they had 50 or more students, the group was evaluated regardless of the percent it represents. For 2007 the rule may be reevaluated to exclude only groups with fewer than 30 students. If this change is made, the second category, groups of 30 to 49, would be included regardless of percent.

## **GOLD PERFORMANCE ACKNOWLEDGMENTS**

*Acknowledgment Standards.* The RHSP/DAP standard increases from 70.0% to 80.0% in 2007. Standards for other GPA indicators have not been determined for 2007 and beyond.

*TAKS Commended.* Measures that incorporate Commended Performance into the accountability ratings will be developed in 2006 and used for ratings by 2007. When this happens, these indicators may be removed from the Gold Performance Acknowledgment system.

## **Accountability System for 2008 and Beyond**

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### **TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS)**

*TAKS Science.* The results of the grade 8 science assessment will be included in the accountability system beginning in 2008.

*SSI and Grade 8 Reading and Mathematics.* In 2008 the Student Success Initiative will go into effect for grade 8. These students will need to pass TAKS reading and mathematics in order to be promoted to grade 9. The tests will be administered multiple times, as with the other SSI grades. Results from both the first and second administrations of 8<sup>th</sup> grade reading and mathematics will be included in the TAKS reading/ELA and mathematics indicators, respectively, in the same way it is included for grade 5 SSI. Note that prior year results cannot be computed to be precisely comparable, since there will not be multiple administrations of 8<sup>th</sup> grade reading and mathematics in 2007. Any improvement calculations will be based on multiple administrations in 2008 compared to one administration in 2007.

*Accountability Standards.* In 2008, the *Academically Acceptable* standard for reading/ELA, writing, and social studies will increase from 60% to 65%. The standard for mathematics will increase from 45% to 50%. The standard for science will remain at 40%. In 2009, the *Academically Acceptable* standards will increase by five points for all subjects: to 70% for reading/ELA, writing, and social studies; to 55% for mathematics; and, to 45% for science. Also in 2009, the standard for *Recognized* (for all subjects) will increase to 80%. In 2010, the *Academically Acceptable* standards will increase to 60% and 50% for mathematics and science, respectively. Standards beyond 2010 are yet to be determined.

## **STATE-DEVELOPED ALTERNATIVE ASSESSMENT II (SDAA II)**

*Accountability Standards.* Standards for 2008 and beyond are yet to be determined.

## **COMPLETION RATE I**

*Accountability Standards.* Ultimately, the standard will increase to 85% for *Academically Acceptable* and to 90% for *Recognized*. The timeline for this change has not been determined.

## **ANNUAL DROPOUT RATE**

*Accountability Standards.* Dropout rate standards for 2008 and beyond will be determined when data are available to set the standards on a dropout rate calculated under the NCES definition.

## **ADDITIONAL FEATURES**

*Exceptions.* The Exceptions Provision will be reevaluated each year to determine if measures should be added or removed, adjustments need to be made to the number of exceptions for which campuses or districts are eligible, or other aspects need to be modified.

*Underreported Students.* In 2008, the percent of underreported students that can prevent a district from being rated *Exemplary* or *Recognized* will decrease from 1.5% to 1.0%. Also in 2008, the number of underreported students that can prevent a district from being rated *Exemplary* or *Recognized* will decrease from 100 to 75. A new longitudinal underreported students indicator linked to the completion rate calculation will be reported and may replace the current underreported students indicator in the accountability ratings process by 2009.

## Overview 2006 – 2010

The phase-in schedule for the accountability standards will be reevaluated annually; any changes will be announced with as much advance notice as possible. In the table below, all known changes to standards in any given year compared to the prior year are indicated in bold.

**Table 11: State Accountability Standards through 2010\***

	2005	2006	2007	2008	2009	2010
<b>TAKS Standards</b>						
<b>Exemplary</b>	≥ 90%	≥ 90%	≥ 90%	≥ 90%	≥ 90%	≥ 90%
<b>Recognized</b>	≥ 70%	≥ 70%	≥ <b>75%</b>	≥ 75%	≥ <b>80%</b>	≥ 80%
<b>Acceptable</b>						
R/ELA, W, SS	≥ 50%	≥ <b>60%</b>	≥ 60%	≥ <b>65%</b>	≥ <b>70%</b>	≥ 70%
Mathematics	≥ 35%	≥ <b>40%</b>	≥ <b>45%</b>	≥ <b>50%</b>	≥ <b>55%</b>	≥ <b>60%</b>
Science	≥ 25%	≥ <b>35%</b>	≥ <b>40%</b>	≥ 40%	≥ <b>45%</b>	≥ <b>50%</b>
<b>Student Passing Standard</b>	Gr. 3-10 at <b>PR</b> Gr. 11 at <b>1 SEM</b>	Gr. 3-11 at <b>PR</b>	Gr. 3-11 at <b>PR</b>	Gr. 3-11 at <b>PR</b>	Gr. 3-11 at <b>PR</b>	Gr. 3-11 at <b>PR</b>
<b>SDAA II Standards</b>						
<b>Exemplary</b>	≥ 90%	<b>TBD</b>	TBD	TBD	TBD	TBD
<b>Recognized</b>	≥ 70%	<b>TBD</b>	TBD	TBD	TBD	TBD
<b>Acceptable</b>	≥ 50%	<b>TBD</b>	TBD	TBD	TBD	TBD
<b>Completion Rate (Grade 9-12) Standards</b>						
	Class of 2004 (9 <sup>th</sup> grade 00-01)	Class of 2005 (9 <sup>th</sup> grade 01-02)	Class of 2006 (9 <sup>th</sup> grade 02-03)	Class of 2007 (9 <sup>th</sup> grade 03-04)	Class of 2008 (9 <sup>th</sup> grade 04-05)	Class of 2009 (9 <sup>th</sup> grade 05-06)
<b>Exemplary</b>	≥ 95%	≥ 95%	<b>TBD</b>	TBD	TBD	TBD
<b>Recognized</b>	≥ 85%	≥ 85%	<b>TBD</b>	TBD	TBD	TBD
<b>Acceptable</b>	≥ 75%	≥ 75%	<b>TBD</b>	TBD	TBD	TBD
<b>Completer Definition</b>	Grads+GED+Cont	<b>Grads+Cont</b>	Grads+Cont	Grads+Cont	Grads+Cont	Grads+Cont
<b>Dropout Definition</b>	Current State Definition (4 yrs.)	Current State Definition (4 yrs.)	<b>State Definition (3 yrs.); NCES Definition (1 yr.)</b>	<b>State Definition (2 yrs.); NCES Definition (2 yrs.)</b>	<b>State Definition (1 yr.); NCES Definition (3 yrs.)</b>	<b>NCES Definition (4 yrs.)</b>
<b>Annual Dropout Rate (Grade 7-8) Standards</b>						
	from 2003-04	from 2004-05	from 2005-06	from 2006-07	from 2007-08	from 2008-09
<b>Exemplary</b>	≤ 0.2%	≤ 0.2%	<b>TBD</b>	TBD	TBD	TBD
<b>Recognized</b>	≤ 0.7%	≤ 0.7%	<b>TBD</b>	TBD	TBD	TBD
<b>Acceptable</b>	≤ <b>1.0%</b>	≤ 1.0%	<b>TBD</b>	TBD	TBD	TBD
<b>Indicator Definition</b>	Current State Definition	Current State Definition	<b>NCES Definition</b>	NCES Definition	NCES Definition	NCES Definition
<b>Additional Features</b>						
<b>Required Improvement</b>	See <i>Chapter 3</i>	<b>TBD</b>	TBD	TBD	TBD	TBD
<b>Exceptions</b>	See <i>Chapter 3</i>	<b>TBD</b>	TBD	TBD	TBD	TBD
<b>Underreported Students</b>	≤ 100 and ≤ 5.0%	≤ 100 and ≤ <b>2.0%</b>	≤ 100 and ≤ <b>1.5%</b>	≤ <b>75</b> and ≤ <b>1.0%</b>	Possible use of longitudinal measures of data quality	TBD

\* State accountability standards for 2007 and beyond will be reviewed annually and are subject to change.

**The 2005 Accountability Rating System  
for Texas Public Schools and School Districts**

**Part 2**

**Alternative Education  
Accountability (AEA)  
Procedures**

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# Chapter 8 - Overview of Alternative Education Accountability (AEA)

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## ABOUT PART 2 OF THIS MANUAL

Part 2 of this *Manual* is a technical resource to explain the criteria and procedures applied by the Texas Education Agency (TEA) in evaluating the performance of alternative education campuses (AECs) including charters and charter campuses that:

- are dedicated to serving students at risk of dropping out of school;
- are eligible to receive an alternative education accountability (AEA) rating; and
- register annually for evaluation under AEA procedures.

Registered AECs and charters rated under AEA procedures will be subject to all the terms and provisions of this *Manual*.

## EDUCATOR INPUT

While it was the role of the Commissioner of Education to develop AEA procedures, during the past year, the commissioner relied extensively on the detailed review, study, and advice of staff, educators, and other education stakeholders. The resulting procedures contain appropriate indicators for AECs with increased rigor phased in over time.

## HISTORY OF AEA

Enacted by the Texas legislature in 1993, accountability legislation mandated creation of an accountability system for all Texas schools. This accountability system integrated the statewide curriculum; the state criterion-referenced assessment system; district and campus accountability; district and campus recognition for high performance and significant increases in performance; sanctions for poor performance; and school, district, and state reports.

As a result of statewide educator feedback, an alternative set of performance measures for campuses serving at-risk students was developed in late 1994 and implemented in the 1995-96 school year. In order for a campus to qualify as alternative, it was required to serve one or more of the following student populations: students at risk of dropping out; recovered dropouts; pregnant or parenting students; adjudicated students; students with severe discipline problems; or expelled students.

For the 1995-96 school year, alternative accountability ratings were based on state-approved district proposals that included student performance indicators, current-year data, and comparisons of pre- and post-assessment results. Following a review of campus data by the local board of trustees, each district made an initial determination of the campus rating. This initial determination was then forwarded to the TEA where it was reviewed by a panel of peer reviewers who sent a recommendation to the commissioner.

From the 1995-96 to 2001-02 school years, revisions were made to the ratings criteria and procedures determined by an *ad hoc* Alternative Education Advisory Committee:

- Minimum performance levels for an *Acceptable* rating were established in 1996-97.
- Beginning in 1996-97, school districts were required to select campus-based performance indicators from a menu of state-established indicators.
- In 1997-98, TEA staff assumed responsibility for the review and analysis of all campus performance data.
- In 1999-00, TEA required that the rating for each AEC be determined on three base indicators: Texas Assessment of Academic Skills (TAAS) passing rates for reading and mathematics, dropout rates, and attendance rates.
- In 1999-00, disciplinary alternative education programs (DAEPs) and juvenile justice alternative education programs (JJAEPs) were no longer permitted to register for AEA. Instead, the performance of students served in these programs was attributed to the campuses where these students would otherwise have attended.
- In 2000-01, campuses were required to serve “students at risk of dropping out of school” as defined in Texas Education Code (TEC) §29.081 in order to be eligible to receive an accountability rating under AEA procedures.

House Bill 6, enacted by the 77th Texas Legislature, called for a pilot program to examine issues surrounding accountability of alternative education programs. The purposes of this pilot were to analyze the existing status of AECs and to make recommendations regarding the methods of evaluating the performance of these campuses. In order to achieve these purposes, the following activities were undertaken in 2002:

- a set of surveys for principals, teachers/counselors, parents, and students at all AECs was administered;
- a more detailed survey was administered and follow-up telephone calls were made to a small sample of AECs;
- an analysis of existing Public Education Information Management System (PEIMS) data was undertaken; and
- individual student data from a small sample of AECs was compiled and analyzed.

Results of the pilot program are published in the *Report on the Alternative Education Accountability Pilot* (Texas Education Agency, December 1, 2002).

While these pilot activities were conducted, *No Child Left Behind Act of 2001* (NCLB), Public Law 107-110, was signed into law. This federal legislation, which focuses on increasing state and school accountability for student progress, was considered as part of the pilot project report. Accountability provisions of NCLB require that all campuses, including AECs, be evaluated annually for Adequate Yearly Progress (AYP).

The 2003 Educator Focus Group on Accountability made a recommendation to develop new AEA procedures for 2005 and beyond. The new AEA procedures are based on the following guidelines:

- The AEA indicators must be based on data submitted through standard data submission processes such as PEIMS or by the state testing contractor.
- The AEA measures should be appropriate for alternative education programs offered on AECs rather than just setting lower standards on the same measures used in the standard accountability procedures. Furthermore, these measures should ensure that all students demonstrate proficiency on the state assessments in order to graduate.
- The Texas Growth Index (TGI) and other improvement indicators should be evaluated as base indicators for AEC ratings.
- Additional AEA criteria should be researched. For example, AECs should have a minimum percentage of at-risk students (based on PEIMS data reported on current year fall enrollment records) to be evaluated under AEA procedures.

Also, in 2003, ratings for all campuses were suspended for one year while the new Texas Assessment of Knowledge and Skills (TAKS) assessments were implemented for the first time and the new state accountability system was developed. In 2004, registered AECs received a rating of *Not Rated: Alternative Education* while new AEA procedures were developed.

## **PHILOSOPHY OF AEA**

Throughout the 2005 AEA development process, TEA worked closely with educators and other education stakeholders to create new AEA procedures based on the following principles:

- Procedures apply to AECs, not programs.
- Procedures apply to AECs dedicated to serving students at risk of dropping out of school.
- Procedures apply only to those AECs that qualify and register for evaluation under AEA procedures.
- Procedures do not apply to DAEPs or JJAEPs. Statute or interpretation of statutory intent requires that DAEP and JJAEP data are attributed to the student's home campus.
- Procedures do not apply to standard campuses, even if the campus primarily serves at-risk students.

During the development of the new AEA procedures, the following issues were identified as affecting many components and were considered at many decision points. For example, whether to make recommendations for Residential Facilities and AECs of Choice was addressed as decisions were made.

- Small numbers of test results and mobility – AECs are smaller on average than standard campuses and have high mobility rates.
- Attribution of data – High mobility also affects attribution of data and complicates evaluation of AEC data.
- Residential Facilities – Education services are provided to students in residential programs and facilities operated under contract with the Texas Youth Commission (TYC), students in detention centers and correctional facilities that are registered with the Texas Juvenile Probation Commission (TJPC), and students in private residential treatment centers (PRTC).

## **OVERALL DESIGN OF AEA PROCEDURES**

The overall design of the new AEA procedures is an improvement model. In 2005 and beyond, AECs can meet either an absolute performance standard or an improvement standard for each accountability measure.

The new AEA procedures include these major components for 2005:

- Rating labels – *AEA: Academically Acceptable*, *AEA: Academically Unacceptable*, and *AEA: Not Rated – Other*;
- AEC registration criteria and requirements;
- Base Indicators – TAKS, State-Developed Alternative Assessment II (SDAA II), Completion Rate II, and Annual Dropout Rate; and
- Additional Features – Required Improvement and use of district at-risk data.

## Chapter 9 - AEA Registration Criteria and Requirements

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Registration criteria restrict use of alternative education accountability (AEA) procedures to:

- campuses that offer nontraditional programs rather than programs within a standard campus,
- charters that operate only alternative education campuses (AECs), and
- charters that meet an AEC enrollment criterion.

### Alternative Education Campuses (AECs)

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AECs including charter AECs must serve students “at risk of dropping out of school” as defined in Texas Education Code (TEC) §29.081(d) and provide accelerated instructional services to these students. Each AEC registered for evaluation under AEA procedures is designated as an AEC of Choice or Residential Facility.

*AEC of Choice.* At-risk students enroll at AECs of Choice to expedite progress toward performing at grade level and high school completion.

*Residential Facility.* Education services are provided to students in residential programs and facilities operated under contract with the Texas Youth Commission (TYC), students in detention centers and correctional facilities that are registered with the Texas Juvenile Probation Commission (TJPC), and students in private residential treatment centers (PRTC).

In this *Manual* the terms “AEC” and “registered AEC” refer collectively to AECs of Choice and Residential Facilities that are registered for evaluation under AEA procedures.

### AEC ELIGIBILITY

AECs have the option to be rated under the AEA procedures and indicators. Campuses that choose not to register as an AEC are evaluated under the standard accountability procedures. The performance results of students at registered AECs are included in the district’s performance and used in determining the district’s accountability rating and acknowledgments.

The following types of campuses had the option to register as an AEC in 2005.

- **Local District AEC:** Serves students at risk of dropping out of school as defined in TEC §29.081(d). Students are provided accelerated instruction designed to enable students to be promoted at the elementary and middle school levels or complete credits and pass the assessments necessary to attain a high school diploma.
- **Charter AEC:** AEC operated by a charter.
- **Community-Based AEC:** As described in TEC §29.081(e), a “district may use a private or public community-based dropout recovery education program to provide alternative education programs for students at risk of dropping out of school.”
- **Shared Service Arrangement (SSA) AEC (local district or fiscal agent):** The district in which the AEC is located or the fiscal agent district registers the AEC number.

- **SSA AEC (virtual campus number of a participating district):** Member districts of an alternative education SSA establish and register virtual AEC numbers on which to track long-term alternative education students.

The following types of campuses are ineligible for evaluation under AEA procedures. The data for these campuses are attributed to the home campus:

- disciplinary alternative education programs (DAEPs);
- juvenile justice alternative education programs (JJAEPs); and
- stand-alone General Educational Development (GED) programs.

See *Chapter 6 – Special Issues and Circumstances* for more information on DAEPs and JJAEPs.

## **AEC REGISTRATION PROCESS**

Since the 1999-00 school year, AEC registration has governed the alternative education component of the CAMPUS-ID-OF-ACCOUNTABILITY data processing in the Public Education Information Management System (PEIMS) and attribution of AEC student data.

AECs registered in 2003-04 were re-registered automatically in 2004-05. A rescission letter was required from AECs not wishing to remain registered for AEA. A *2004-05 Alternative Education Accountability Campus Registration Form* was required for each AEC not already on the list of registered AECs that wished to be evaluated under 2004-05 AEA procedures. The 2005 registration process closed on September 10, 2004. The list of 2005 registered AECs is available on the AEA website at <http://www.tea.state.tx.us/aea>.

## **AEC REGISTRATION CRITERIA**

Ten criteria are required for campuses to be registered for AEA. However, the requirements in criteria (6)-(10) may not apply to charter campuses (depending on the terms of the charter) or for community-based dropout recovery campuses established in accordance with TEC §29.081(e). The requirements in criterion (9) apply to Residential Facilities only if students are placed in the facility by the district.

- (1) The AEC must have its own county-district-campus (CDC) number to which PEIMS data are submitted and test answer documents are coded. A program operated within or supported by another campus does not qualify.
- (2) The AEC must be identified in AskTED (Texas School Directory database) as an alternative campus.
- (3) The AEC must be dedicated to serving “students at risk of dropping out of school” as defined in TEC §29.081(d).
- (4) The AEC must operate on its own campus budget.
- (5) The AEC must offer nontraditional settings and methods of instructional delivery designed to meet the needs of the students served on the AEC.
- (6) The AEC must have an appropriately certified, full-time administrator whose primary duty is the administration of the AEC.

- (7) The AEC must have appropriately certified teachers assigned in all areas including special education, bilingual education, and/or English as a second language (ESL) to serve students eligible for such services.
- (8) The AEC must provide each student the opportunity to attend a 7-hour school day as defined in TEC §25.082(a), according to the needs of each student.
- (9) If the campus serves students with disabilities, the students must be placed at the AEC by their Admission, Review, and Dismissal (ARD) committee.
- (10) Students with disabilities must receive all services outlined in their current individualized education programs (IEPs). Limited English proficient (LEP) students must receive all services outlined by the language proficiency assessment committee (LPAC). Students with disabilities and LEP students must be served by appropriately certified teachers.

An at-risk registration criterion will be phased in beginning in 2006. See *Chapter 14 – Preview of 2006 and Beyond* for information on this new at-risk registration criterion.

## Charters

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In this publication the term “charter” refers to the charter operator, not an individual charter campus. The terms “charter campus” and “charter AEC” refer to an individual campus.

### CHARTERS EVALUATED UNDER AEA PROCEDURES

Under standard and AEA procedures, charter ratings are based on aggregate performance of the campuses operated by the charter. Performance results of all students in the charter are included in the charter’s performance and used in determining the charter’s rating.

Charters receiving ratings under AEA procedures are evaluated on the same indicators as registered AECs:

- performance on the *Texas Assessment of Knowledge and Skills (TAKS)*,
- performance on the *State-Developed Alternative Assessment II (SDAA II)*,
- *Completion Rate II* for the Class of 2004, and
- *2003-04 Annual Dropout Rate* for grades 7 through 12.

*Charters that operate only registered AECs.* Beginning in 2005, charters that operate only registered AECs will be evaluated under AEA procedures. Charters that operate only registered Residential Facilities are not evaluated on Completion Rate II.

*Charters that operate both standard campuses and registered AECs.* Also beginning in 2005, charters that operate both standard campuses and registered AECs have the option to be evaluated under AEA procedures if the AEC enrollment criterion described below is met. TEA will contact each charter to obtain their preference. If a preference cannot be obtained, then the charter will be evaluated under the standard accountability procedures.

## **AEC ENROLLMENT CRITERION FOR CHARTERS**

In order for a charter that operates both standard campuses and registered AECs to be eligible for evaluation under AEA procedures, the charter must meet an AEC enrollment criterion. At least 50% of the charter's students must be enrolled at registered AECs. AEC enrollment is verified through current year PEIMS fall enrollment data.

Charters that operate both standard campuses and registered AECs will be evaluated under the standard accountability procedures if fewer than 50% of the charter's students are enrolled at registered AECs.



# Chapter 10 - Attribution of AEC Data

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## BACKGROUND

Since the 1999-00 school year, student data (attendance, completion/dropout, and performance) are attributed to alternative education campuses (AECs) registered for evaluation under alternative education accountability (AEA) procedures only when the student attends the registered AEC for 85 days or more. Under the previous AEA procedures, the AEC accountability rating was based on performance of students enrolled on the campus for 85 days or more. The 85-day rule was implemented before the campus accountability subset was incorporated in the state accountability system.

In 2004, the campus accountability subset was applied for the first time in the state accountability system. Under the campus accountability subset, only test results for students enrolled on the same campus on the Public Education Information Management System (PEIMS) enrollment snapshot date (the last Friday in October) and on the testing date are included in the campus performance measure.

For data collected through PEIMS, attribution of attendance and leaver records to the home campus is automated for most students based on attendance data reported for the student. A CAMPUS-ID-OF-ACCOUNTABILITY data element is required when a student's only campus of enrollment is a registered AEC that the student attends for less than 85 days, and/or a disciplinary alternative education program (DAEP), and/or a juvenile justice alternative education program (JJAEP). For assessment data, the test answer document is physically submitted with the answer documents for the student's home campus.

Student data and test documents are only reattributed within the same school district. For this reason, charter campus data are not reattributed. For students who have not attended a standard campus in the district, local policy determines to which campus the short-term AEC student data are attributed.

A comparison of 2003-04 attendance reattribution and test answer documents suggests that the reattribution is not always conducted consistently for PEIMS data (an automated process conducted at the state level) and test results (a local process). Often, test answer documents for students enrolled on the AEC for fewer than 85 days were not sent back to the student's home campus.

## ATTRIBUTION OF DATA

*AECs of Choice and Residential Facilities.* The 85-day rule will be phased out under the new AEA procedures on the timeline provided below. When the 85-day rule is discontinued, the accountability subset definition will govern whether or not test results are included in the performance indicators used for ratings.

- For 2005 accountability, AEC test answer documents and leaver data are attributed according to current policies based on the 85-day rule.
- For 2006 accountability, campus accountability subset determines attribution of AEC test data. 2004-05 leaver data are attributed according to the 85-day rule for AECs that were registered for evaluation under AEA procedures in 2005. 2004-05 leaver

data are attributed to the last campus of attendance for AECs that were not registered for evaluation under AEA procedures in 2005, but are registered in 2006.

- For 2007 accountability, campus accountability subset determines attribution of AEC test data. Leavers are attributed to the last campus attended.

*DAEPs and JJAEPs.* As required in statute, DAEP and JJAEP student data are attributed to the student's home campus.

# Chapter 11 - AEA Base Indicators

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To determine ratings, the alternative education accountability (AEA) procedures use four base indicators:

- performance on the *Texas Assessment of Knowledge and Skills (TAKS)*,
- performance on the *State-Developed Alternative Assessment II (SDAA II)*,
- *Completion Rate II* for the Class of 2004, and
- 2003-04 *Annual Dropout Rate* for grades 7 through 12.

## TAKS PROGRESS INDICATOR

A single performance indicator is evaluated for TAKS. The TAKS Progress indicator sums performance results across grades (3-11) and across subjects to determine alternative education campus (AEC) ratings under AEA procedures. This indicator is not based on the number of students tested but on the number of tests taken. Students who take multiple TAKS tests are included multiple times (for every TAKS test taken). Students who take multiple TAKS exit-level retests are included only when the passing standard is met.

The TAKS Progress indicator numerator is calculated as the number of tests meeting the student passing standard **or** having a Texas Growth Index (TGI) score that meets the student growth standard of 0 (zero) or higher **and** TAKS exit-level retests meeting the student passing standard at the February and April administrations or in the previous October or July. The denominator is the number of TAKS tests taken **and** the number of TAKS exit-level retests meeting the student passing standard at the February and April administrations or in the previous October or July.

The TAKS Progress indicator includes the following results:

- TAKS grades 3-11 April 2005 administration:
  - Actual student passing standard
  - TGI: 2004 to 2005, growth of 0 (zero) or higher
  - Campus accountability subset
- TAKS grade 12 April 2005, February 2005, October 2004, and July 2004 administrations:
  - Actual student passing standard
  - Students who meet passing standard
  - No accountability subset
- TAKS grade 11 April 2005, February 2005, October 2004, and July 2004 administrations:
  - Retesters only
  - Actual student passing standard
  - Students who meet passing standard
  - No accountability subset

### Who is evaluated for the TAKS Progress Indicator:

- AECs that test students on any TAKS subject.
- AECs of Choice and Residential Facilities.
- *Use of District At-Risk Data.* If the AEC does not meet the accountability standard based on results for fewer than 10 tests, or if there are no TAKS results for the AEC, then the AEC is evaluated on the district performance of at-risk students. See *Chapter 12 – Additional Features of AEA*. If there are results for fewer than 10 at-risk tests in the district, then Special Analysis is conducted. See *Chapter 13 – AEA Ratings*.
- Charters that operate only registered AECs.
- Charters that operate both standard campuses and registered AECs, meet the AEC enrollment criterion, and opt to be evaluated under AEA procedures.

**Table 12: TAKS Progress Indicator**

	2005	2006	2007	2008	2009	2010
<i>AEA: Academically Acceptable</i>	40%	40%	45%	45%	50%	50%
TAKS Progress Indicator	TAKS + TGI + Exit-Level Retesters					
Accountability Subset	85-day rule and Campus Accountability Subset	Campus Accountability Subset	Campus Accountability Subset	Campus Accountability Subset	Campus Accountability Subset	Campus Accountability Subset

### TAKS Progress Standard:

- *AEA: Academically Acceptable* – At least 40%.
- The TAKS Progress standard will be reviewed annually and is subject to change.

**Student Groups:** TAKS performance is evaluated for All Students and for the following student groups that meet minimum size requirements: African American, Hispanic, White, and Economically Disadvantaged.

### Methodology:

$$\frac{\text{number of TAKS tests that meet the standard **or** have a TGI} \geq 0 \text{ **and** number of TAKS exit-level retests that meet the standard}}{\text{number of TAKS tests taken **and** number of TAKS exit-level retests that meet the standard}}$$

### Minimum Size Requirements:

- *All Students.* All Students performance is always evaluated.
- *Student Groups.* Student groups are evaluated if there are:
  - 30 to 49 tests for the student group and the student group represents at least 10% of All Students tests; **or**
  - at least 50 tests for the student group even if these tests represent less than 10% of All Students tests.

**Accountability Subset:**

- Test answer documents are attributed to the AEC only when the student attends the registered AEC for 85 days or more.
- The 85-day rule does not apply to charter AECs and charters.
- *Campus Accountability Subset.* AECs are accountable for TAKS results for students enrolled on the AEC on the Public Education Information Management System (PEIMS) enrollment snapshot date (the last Friday in October) and on the testing date.
- *District Accountability Subset.* Charters are accountable for TAKS results for students enrolled at the charter on the PEIMS enrollment snapshot date (the last Friday in October) and on the testing date.
- Accountability subset does not apply to TAKS exit-level retesters.

**Years of Data:**

- April 2005 grades 3-11 TAKS results (primary administration)
- April 2005, February 2005, October 2004, and July 2004 grade 11 exit-level retester results
- April 2005, February 2005, October 2004, and July 2004 grade 12 exit-level results

**Data Source:** Pearson Educational Measurement

**Other Information:**

- *Grades and Subjects.* The TAKS results for English (grades 3-11) and Spanish (grades 3-6) are summed across grades and subjects and are evaluated for All Students and each student group that meets minimum size requirements.
- *Testing Window.* Results for students given a make-up test within the testing window are included in the accountability measures.
- *Student Success Initiative.* For grades 3 and 5 reading and grade 5 mathematics performance, a cumulative percent passing is calculated by combining the first and second administrations of the TAKS.
- *Student Passing Standard.* The TAKS Progress indicator is calculated as percent *Met Standard* using the student passing standard adopted by the State Board of Education (SBOE) for each specific year. See *Chapter 2 – The Basics: Base Indicators* for more detailed information.
- *TGI.* A TGI has been developed for accountability purposes to evaluate individual student growth from one year to the next on the TAKS. The TGI compares how students taking a TAKS subject test in one year perform on the same TAKS subject test in the next higher grade the following year. An individual TGI score indicates the amount of growth for each student in relation to the average growth of all students who performed at the same level in the base year. The TGI score of zero (0) indicates that the year-to-year change in scale score is equal to the average change. The TGI measures growth for a student who passes as well as a student who does not pass the TAKS.

The TGI calculation is limited to students who have test results in the same subject for two consecutive years, in consecutive grades:

- Reading/ELA – grades 4 through 11
- Mathematics – grades 4 through 11
- Social Studies – grade 11
- Science – grade 11

More detailed TGI information can be found in *Appendix E – Texas Growth Index*.

## **SDAA II INDICATOR**

The SDAA II assesses students with disabilities in grades 3-10 who receive instruction in the state's curriculum but for whom the TAKS test is an inappropriate measure of their academic progress. SDAA II tests are given in the areas of reading, English language arts (ELA), writing, and mathematics. Students are assessed at their appropriate instructional levels, as determined by their Admission, Review, and Dismissal (ARD) committees.

The SDAA II is administered on the same schedule as TAKS and designed to measure annual growth based on appropriate expectations for each student, as decided by the student's ARD committee.

A single performance indicator is evaluated for SDAA II. The indicator sums performance results across grades (3-10) and across subjects. This indicator is not based on the number of students tested but on the number of tests taken. It is calculated as the number of *tests* meeting ARD committee expectations divided by the number of SDAA II *tests* for which ARD expectations were established. Students who take multiple SDAA II tests are included multiple times (for every SDAA II test taken).

### **Who is evaluated for SDAA II:**

- AECs that test students on any SDAA II subject.
- AECs of Choice and Residential Facilities.
- Charters that operate only registered AECs.
- Charters that operate both standard campuses and registered AECs, meet the AEC enrollment criterion, and opt to be evaluated under AEA procedures.

### **Standard:**

- *AEA: Academically Acceptable* – Results on at least 40% of tests taken must meet ARD expectations.
- The SDAA II standard will be reviewed annually and is subject to change.

### **Student Groups:**

- Performance for the percent *Meeting ARD Expectations* is evaluated for All Students only.
- Student group performance is not evaluated separately.

**Methodology:**

number of SDAA II tests *Meeting ARD Expectations*

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number of SDAA II tests taken

**Minimum Size Requirements:**

- SDAA II performance is evaluated for AECs and charters with results from 30 or more tests (summed across grades and subjects).
- Special Analysis is not conducted on SDAA II performance.
- Student groups are not evaluated separately.

**Accountability Subset:**

- Test answer documents are attributed to the AEC only when the student attends the registered AEC for 85 days or more.
- The 85-day rule does not apply to charter AECs and charters.
- *Campus Accountability Subset.* AECs are accountable for SDAA II results for students enrolled on the AEC on the PEIMS enrollment snapshot date (the last Friday in October) and on the testing date.
- *District Accountability Subset.* Charters are accountable for SDAA II results for students enrolled at the charter on the PEIMS enrollment snapshot date (the last Friday in October) and on the testing date.

**Year of Data:** Spring 2005 grades 3-10 SDAA II results

**Data Source:** Pearson Educational Measurement

**Other Information:**

- *Students Tested in both SDAA II and TAKS.* In some cases, students may take both the SDAA II and TAKS. For example, a grade 6 student may take the TAKS for mathematics, but the SDAA II for reading. In this case, the student's performance is included in both indicators.
- *Rounding of Met ARD Expectation Percent.* The *Met ARD Expectation* calculations are expressed as a percent, rounded to whole numbers. For example, 49.877% is rounded to 50%; 79.4999% is rounded to 79%; and 89.5% is rounded to 90%.

**COMPLETION RATE II (GRADES 9-12) INDICATOR**

This longitudinal rate shows the percent of students who first attended grade 9 in the 2000-01 school year who completed or who are continuing their education four years later. Known as the 2000-01 cohort, these students' progress was tracked over the four years using data provided to TEA by districts and charters.

Completion Rate II counts graduates, continuing students (students who return to school for a fifth year), and General Educational Development (GED) recipients in the definition of Completion Rate II for AECs and charters evaluated under AEA procedures.

**Who is evaluated for Completion Rate II:**

- AECs of Choice that have served students in grades 9, 10, 11, and 12 for the last five years. (Residential Facilities are not evaluated on Completion Rate II.)
- If the AEC of Choice does not serve students in grades 9, 10, 11, and/or 12 in the 2004-05 school year, then the AEC of Choice is not evaluated on Completion Rate II.
- *Use of District At-Risk Rate:* If the AEC of Choice does not meet the accountability standard, or if the AEC of Choice has students in grades 9, 10, 11, and/or 12 but does not have a Completion Rate II, then the AEC of Choice is evaluated on Completion Rate II (including GED recipients) of at-risk students in the district. If at-risk students in the district do not meet minimum size requirements for All Students, then the AEC of Choice is not evaluated on Completion Rate II. See *Chapter 12 – Additional Features of AEA*.
- Charters that operate only registered AECs.
- Charters that operate both standard campuses and registered AECs, meet the AEC enrollment criterion, and opt to be evaluated under AEA procedures.

**Table 13: Completion Rate II (Grades 9-12) Indicator**

	2005 Class of 2004; 9th grade 00-01	2006 Class of 2005; 9th grade 01-02	2007 Class of 2006; 9th grade 02-03	2008 Class of 2007; 9th grade 03-04	2009 Class of 2008; 9th grade 04-05	2010 Class of 2009; 9th grade 05-06
<i>AEA: Academically Acceptable</i>	75.0%	75.0%	TBD	TBD	TBD	TBD
Completion Rate II	Graduates + Continuing Students + GED Recipients					
Dropout Definition	Current state definition	Current state definition	Phase in NCES definition	Phase in NCES definition	Phase in NCES definition	NCES definition
Accountability Subset	85-day rule	85-day rule	None	None	None	None

**Standard:**

- *AEA: Academically Acceptable* – At least 75.0% Completion Rate II.
- The Completion Rate II standard will be reviewed annually and is subject to change.

**Student Groups:** Completion Rate II is evaluated for All Students and the following student groups that meet minimum size requirements: African American, Hispanic, White, and Economically Disadvantaged.

**Methodology:**

number of completers (graduates + continuing students + GED recipients)

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number of students in class (original cohort)

**Minimum Size Requirements:**

- *All Students.* These results are evaluated if there are:
  - at least 5 dropouts (non-completers), **and**
  - at least 10 students in the AEC of Choice or charter Completion Rate II class.



- *Student Groups.* These results are evaluated if there are:
  - at least 5 dropouts (non-completers) within the student group, *and*;
  - 30 to 49 students in the student group and the student group represents at least 10% of All Students in the class; *or*
  - at least 50 students in the group even if they represent less than 10% of All Students in the class.
- Special Analysis is not conducted on Completion Rate II.

#### **Accountability Subset:**

- Completion data are attributed to the AEC of Choice only when the student attends the registered AEC of Choice for 85 days or more.
- The 85-day rule does not apply to charter AECs and charters.

#### **Years of Data:**

- Graduating Class of 2004 (results are based on the original cohort, whether the students remain on grade level or not)
- Continued enrollment in 2004-05
- GED records for 1999 through 2005

#### **Data Sources:**

- PEIMS Submission 1 enrollment data for 2000-01 through 2004-05
- PEIMS Submission 1 leaver data for 2001-02 through 2004-05
- PEIMS Submission 3 attendance data for 2000-01 through 2003-04
- GED records as of March 1, 2005

#### **Other Information:**

- *Transfers.* Any student who transfers into the cohort is added to it, and any student who transfers out of the cohort is subtracted from it.
- *Rounding.* All calculations are expressed as a percent, rounded to one decimal point. For example, 74.875% is rounded to 74.9%. However, student group percents (minimum size requirements) are always rounded to whole numbers.
- *Students with Disabilities.* The completion status of students with disabilities is included in this measure.

### **ANNUAL DROPOUT RATE (GRADES 7-12) INDICATOR**

The Annual Dropout Rate indicator is grade 7-12 dropouts as a percent of total students enrolled at the AEC or charter in grades 7-12 in a single school year.

#### **Who is evaluated for Annual Dropout Rate:**

- AECs of Choice and Residential Facilities that serve students in grades 7, 8, 9, 10, 11, and/or 12.
- Charters that operate only registered AECs.

- Charters that operate both standard campuses and registered AECs, meet the AEC enrollment criterion, and opt to be evaluated under AEA procedures.

**Table 14: Annual Dropout Rate (Grades 7-12) Indicator**

	2005 from 2003-04	2006 from 2004-05	2007 from 2005-06	2008 from 2006-07	2009 from 2007-08	2010 from 2008-09
<i>AEA: Academically Acceptable</i>	10.0%	10.0%	TBD	TBD	TBD	TBD
<b>Dropout Definition</b>	Current state definition	Current state definition	NCES definition	NCES definition	NCES definition	NCES definition
<b>Accountability Subset</b>	85-day rule	85-day rule	None	None	None	None

**Standard:**

- *AEA: Academically Acceptable* – An Annual Dropout Rate of 10.0% or less.
- The Annual Dropout Rate standard will be reviewed annually and is subject to change.

**Student Groups:** Annual Dropout Rate is evaluated for All Students and the following student groups that meet minimum size requirements: African American, Hispanic, White, and Economically Disadvantaged.

**Methodology:**

$$\frac{\text{number of grade 7-12 students designated as 'official' dropouts}}{\text{number of grade 7-12 students in attendance at any time during the school year}}$$

**Minimum Size Requirements:**

- *All Students.* These results are evaluated if there are:
  - at least 5 dropouts, **and**
  - at least 10 students in grades 7-12.
- *Student Groups.* These results are evaluated if there are:
  - at least 5 dropouts within the student group, **and;**
  - 30 to 49 students within the student group and the student group represents at least 10% of All Students in grades 7-12; **or**
  - 50 students within the student group even if they represent less than 10% of All Students in grades 7-12.
- Special Analysis is not conducted on Annual Dropout Rate.
- If the AEC or charter does not meet the minimum size requirements for All Students, then the AEC or charter is not evaluated on Annual Dropout Rate.

**Accountability Subset:**

- Dropout data are attributed to the AEC only when the student attends the registered AEC for 85 days or more.
- The 85-day rule does not apply to charter AECs and charters.

**Year of Data:** 2003-04

**Data Sources:**

- PEIMS Submission 1 enrollment data for 2003-04 and 2004-05
- PEIMS Submission 1 leaver data for 2004-05
- PEIMS Submission 3 attendance data for 2003-04

**Other Information:**

- *Cumulative Attendance.* A cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effects of mobility by including in the denominator every student reported in attendance at the AEC or charter throughout the school year, regardless of length of stay.
- *Rounding.* All calculations are expressed as a percent, rounded to one decimal point. For example, 2.49% is rounded to 2.5%, and 0.25% is rounded to 0.3%. However, student group percents (minimum size requirements) are always rounded to whole numbers.
- *Students with Disabilities.* Students with disabilities who drop out of school are included in this measure.

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## Chapter 12 - Additional Features of AEA

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As shown in *Chapter 11 – AEA Base Indicators*, alternative education campuses (AECs) can achieve a rating by meeting the absolute standards for the different indicators. However, under certain conditions, AECs can achieve a rating by:

- meeting Required Improvement; and/or
- using the accountability data for at-risk students in the district.

All additional features are applied and calculated automatically by the Texas Education Agency (TEA) before ratings are released. AECs do not need to request the use of additional features.

Additional requirements for charters are explained later in this chapter.

### Required Improvement

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AECs of Choice and Residential Facilities can achieve an *AEA: Academically Acceptable* rating by meeting the absolute standards for the different indicators or by demonstrating Required Improvement. AECs initially rated *AEA: Academically Unacceptable* may achieve an *AEA: Academically Acceptable* rating using the Required Improvement feature. Required Improvement can be applied to three of the base indicators: Texas Assessment of Knowledge and Skills (TAKS) Progress, Completion Rate II, and Annual Dropout Rate.

Required Improvement compares prior-year performance to current-year performance. In order to qualify for this comparison, the target group (All Students or any student group) must meet a minimum size requirement for the prior year. See *Minimum Size Requirements* in this chapter for each indicator.

#### Who is evaluated for Required Improvement:

- AECs of Choice whose performance is *AEA: Academically Unacceptable* for any TAKS, Completion Rate II, or Annual Dropout Rate measure.
- Residential Facilities whose performance is *AEA: Academically Unacceptable* for any TAKS or Annual Dropout Rate measure. (Residential Facilities are not evaluated on Completion Rate II.)
- Charters evaluated under AEA procedures whose performance is *AEA: Academically Unacceptable* for any TAKS, Completion Rate II, or Annual Dropout Rate measure.

### TAKS PROGRESS INDICATOR

**Improvement Standard:** In order for Required Improvement to move an AEC or charter to *AEA: Academically Acceptable*, the AEC or charter must demonstrate sufficient improvement on the deficient TAKS measures to meet a standard of **40%** within two years.

#### Methodology:

The *Actual Change* must be equal to or greater than the *Required Improvement*.

*Actual Change* is the difference between performance in 2005 and 2004.

*Required Improvement* is the result of the 2005 standard minus performance in 2004 divided by 2.

**Example:**

In 2005, an AEC has performance above the *AEA: Academically Acceptable* standard in all student groups except for Economically Disadvantaged; only 38% meet the standard. Performance in 2004 for the same group is 20%.

First calculate the *Actual Change*:  $38 - 20 = 18$

Next calculate the *Required Improvement*:  $(40 - 20) / 2 = 10$

Then compare *Actual Change* to *Required Improvement* to determine if *Actual Change* is greater than or equal to the *Required Improvement*:  $18 \geq 10$

The AEC meets *Required Improvement*, so its rating is *AEA: Academically Acceptable*.

**Minimum Size Requirements:** Required Improvement is not calculated if the AEC or charter has less than 10 test results (for the student group) in 2004.

**Other Information:**

- *Student Passing Standard.* Prior year percent *Met Standard* is recalculated using the current year student passing standard so gain from the prior year to the current year uses comparable performance data for the two years. In other words, the 2004 performance of 20% for the AEC in the example above, is based on a student passing standard of *Panel Recommendation* so that it is comparable to performance in 2005.
- *Performance in 2004.* Prior year performance includes April 2004 grades 3-10 TAKS results and April 2004 grade 11 TAKS exit-level first time testers, and TGI for 2003 to 2004 growth. Grade 11 TAKS exit-level retester results are not included. (In future years, exit-level retesters will be included in the prior year performance.)
- *Rounding.* All improvement calculations of performance rates and standards are rounded to whole numbers. Required Improvement calculations are expressed as a percent, rounded to whole numbers. For example, 4.5% is rounded to 5%.

## **SDAA II INDICATOR**

An improvement measure for the SDAA II cannot be calculated until two years of data are available. Required Improvement for SDAA II will be introduced in 2006 when two years of data are available and actual change in performance can be calculated.

## **COMPLETION RATE II INDICATOR**

**Improvement Standard:** In order for Required Improvement to move an AEC of Choice or charter to *AEA: Academically Acceptable*, the AEC of Choice or charter must demonstrate sufficient improvement on the deficient Completion Rate II measures since the Class of 2003 to be at **75.0%** within two years.

**Methodology:**

The *Actual Change* must be equal to or greater than the *Required Improvement*.

*Actual Change* is the difference between the Completion Rate II for the Class of 2004 and the Class of 2003.

*Required Improvement* is the result of the 2005 standard minus the Completion Rate II for the Class of 2003 divided by 2.

**Example:**

An AEC of Choice has a Class of 2004 Completion Rate II of 72.3% for their White student group. The Class of 2003 Completion Rate II for this same group is 63.8%.

First calculate the *Actual Change*:  $72.3 - 63.8 = 8.5$

Next calculate the *Required Improvement*:  $(75.0 - 63.8) / 2 = 5.6$

Then compare *Actual Change* to *Required Improvement* to determine if *Actual Change* is greater than or equal to the *Required Improvement*:  $8.5 \geq 5.6$

The AEC of Choice meets *Required Improvement*, so its rating is *AEA: Academically Acceptable*.

**Minimum Size Requirements:** Required Improvement is not calculated if the AEC of Choice or charter has less than 10 students (in the same student group) in the Completion Rate II Class of 2003.

**Other Information:**

- *Completion Rate II Definition.* Completion Rate II for the prior year is computed using the same definition as the current year so that gain from the prior year to the current year uses comparable data for both years. Specifically, the Completion Rate II definition includes graduates, General Educational Development (GED) recipients, and continuing students as completers.
- *Rounding.* All calculations are expressed as a percent, rounded to one decimal point. For example, 4.85% is rounded to 4.9%.

## ANNUAL DROPOUT RATE INDICATOR

**Improvement Standard:** In order for Required Improvement to move an AEC or charter to *AEA: Academically Acceptable*, the AEC or charter must demonstrate a decline in the Annual Dropout Rate to be at **10.0%** within two years.

**Methodology:**

The *Actual Change* must be equal to or less than the *Required Improvement*.

*Actual Change* is the difference between the 2003-04 and 2002-03 Annual Dropout Rates.

*Required Improvement* is the result of the 2005 standard minus the 2002-03 Annual Dropout Rate divided by 2.

This calculation measures declines in rates. The *Actual Change* in the Annual Dropout Rate must be less than or equal to the *Required Improvement* for the standard to be met and will contain negative numbers. The *Actual Change* needs to be a larger negative number than the required change.

**Example:**

In 2003-04, an AEC had an Annual Dropout Rate for their Hispanic student group of 12.8%. The Annual Dropout Rate in 2002-03 for the same group was 24.2%.

First calculate the *Actual Change*:  $12.8 - 24.2 = -11.4$

Next calculate the *Required Improvement*:  $(10.0 - 24.2) / 2 = -7.1$

Then compare *Actual Change* to *Required Improvement* to determine if the *Actual Change* is less than or equal to the *Required Improvement*:  $-11.4 \leq -7.1$

The AEC meets *Required Improvement*, so its rating is *AEA: Academically Acceptable*.

**Minimum Size Requirements:** Required Improvement is not calculated if the AEC or charter has less than 10 grade 7-12 students (in the same student group) in 2002-03.

**Other Information:** All calculations are expressed as a percent, rounded to one decimal point. For example, -1.875% is rounded to -1.9%.

## Use of District At-Risk Data

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In limited circumstances, data for at-risk students in the district are used to evaluate registered AECs. Use of data for at-risk students in the district acknowledges that AECs are part of the overall district strategy for education of students at risk of dropping out of school.

AECs of Choice and Residential Facilities may be evaluated on the TAKS Progress indicator using data for at-risk students in the district. AECs of Choice may be evaluated on Completion Rate II of at-risk students in the district.

## TAKS PROGRESS INDICATOR

**Who is evaluated for the TAKS Progress Indicator using performance data of at-risk students in the district:**

- AECs of Choice and Residential Facilities that do not meet the 40% standard or demonstrate Required Improvement and have results for fewer than 10 tests in the current year.
- AECs of Choice and Residential Facilities with no TAKS results.



**Table 15: Use of TAKS Data of At-Risk Students in the District**

Number of TAKS tests at the AEC	Does the AEC meet the performance standard on its own data?	Does the AEC demonstrate Required Improvement (RI) on its own data?	Does the AEC meet the performance standard using district performance data of at-risk students?
10 or more	Yes – assign rating	N/A	N/A
	No	Yes – assign rating	N/A
		No – assign rating	
Less than 10	Yes – assign rating	N/A	N/A
	No	Yes – assign rating	N/A
		No	Yes – assign rating
			No – calculate district RI
None	N/A	N/A	Yes – assign rating
			No – calculate district RI

**Required Improvement:** If the AEC does not meet the performance standard based on district performance data of at-risk students, then Required Improvement is calculated using district performance data of at-risk students.

**Minimum Size Requirements:** If there are less than 10 at-risk test results in the district, then Special Analysis is conducted.

**Special Analysis:** This process ensures that AECs with small numbers of students are rated fairly. AECs with TAKS results for fewer than 10 at-risk tests in the district will receive Special Analysis under circumstances similar to those used in the standard accountability procedures. Special Analysis consists of analyzing current and past performance data to determine if the initial rating assigned under the automated evaluation process is an aberration or an indication of consistent performance. More detailed information on Special Analysis is in *Chapter 6 – Special Issues and Circumstances*.

## COMPLETION RATE II INDICATOR

**Who is evaluated for Completion Rate II using data of at-risk students in the district:**

- AECs of Choice that do not meet the 75.0% accountability standard or demonstrate Required Improvement.
- AECs of Choice that serve students in grades 9, 10, 11, and/or 12, but do not have a Completion Rate II.
- If the AEC of Choice does not serve students in grades 9, 10, 11, and/or 12 in the 2004-05 school year, then the AEC of Choice is not evaluated on Completion Rate II.

**Table 16: Use of Completion Rate II Data of At-Risk Students in the District**

Does the AEC of Choice serve students in grades 9, 10, 11, and/or 12 in 2004-05?	Does the AEC of Choice have a Completion Rate II in 2003-04?	Does the AEC of Choice meet the accountability standard on its own data?	Does the AEC of Choice demonstrate Required Improvement (RI) on its own data?	Do at-risk students in the district meet minimum size requirements?	Does the AEC of Choice meet the accountability standard using Completion Rate II of at-risk students in the district?
Yes	Yes	Yes – assign rating	N/A	N/A	N/A
		No	Yes – assign rating	N/A	N/A
			No	Yes	Yes – assign rating
				No	No – calculate district RI
	No	N/A	N/A	Yes	Yes – assign rating
				No	No – calculate district RI
				No	N/A
No	N/A	N/A	N/A	N/A	N/A

**Required Improvement:** If the AEC of Choice does not meet the accountability standard based on at-risk students in the district or if the AEC of Choice does not have a Completion Rate II, then Required Improvement is calculated using Completion Rate II of at-risk students in the district.

**Minimum Size Requirements:**

- Completion Rate II of at-risk students in the district is evaluated if there are:
  - at least 5 at-risk dropouts (non-completers), *and*
  - at least 10 students in the district at-risk Completion Rate II class.
- If at-risk students in the district do not meet minimum size requirements, then the AEC of Choice is not evaluated on Completion Rate II.

## Additional Requirements for Charters

**Underreported Students:** Charters evaluated under AEA procedures are subject to underreported student standards as described in *Chapter 3 – The Basics: Additional Features*.

**Additional Students in Charter Ratings:** Charters evaluated under AEA procedures are responsible for the performance of all students, including those who attend campuses that receive a rating of *AEA: Not Rated – Other*.

## AECs Rated *AEA: Academically Unacceptable*

In 2005, registered AECs rated *AEA: Academically Unacceptable* do not prevent a district rating of *Exemplary* or *Recognized*. This policy will be reviewed and is subject to change in 2006.

## Chapter 13 - AEA Ratings

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This chapter illustrates how to apply the alternative education accountability (AEA) indicator data results and the additional features of AEA to determine ratings for registered alternative education campuses (AECs) and charters evaluated under AEA procedures.

### WHO IS RATED?

The state accountability system is required to rate all districts and campuses serving students in grades 1-12. However, under the new AEA procedures, the first step in determining AEA ratings is to identify the universe of AECs and charters. The universe consists of:

- AECs of Choice and Residential Facilities that meet the registration criteria and register as an AEC;
- charters that operate only registered AECs; and
- charters that operate both standard campuses and registered AECs, meet the AEC enrollment criterion, and opt to be evaluated under AEA procedures.

The next step is to determine whether the AEC or charter has TAKS results on which it can be evaluated. In order to attain an *AEA: Academically Acceptable* rating, AECs and charters must have at least one Texas Assessment of Knowledge and Skills (TAKS) test result in the accountability subset. Furthermore, performance on any one of the TAKS subjects is sufficient for a rating to be assigned. AECs with no TAKS test results are evaluated using district at-risk performance results. Information on use of district at-risk data is in *Chapter 12 – Additional Features of AEA*. AECs and charters need not have data for the State-Developed Alternative Assessment II (SDAA II), Completion Rate II, and Annual Dropout Rate indicators to receive an AEA rating. Charters that have only SDAA II results, Completion Rate II, and/or Annual Dropout Rate will not receive an AEA rating.

AECs and charters with very small numbers of TAKS test results in the accountability subset may ultimately receive an *AEA: Not Rated – Other* label. Special Analysis is employed when very small numbers of total tests determine whether a rating is appropriate. Special Analysis also ensures that AECs with small numbers of students are rated fairly. Charters are rated on the aggregate performance of all students in the charter. Charters with TAKS results for fewer than 10 tests will receive Special Analysis under circumstances similar to those used in the standard accountability procedures. Special Analysis consists of analyzing current and past performance data to determine if the initial rating assigned under the evaluation process is an aberration or an indication of consistent performance. Additional details on Special Analysis are in *Chapter 6 – Special Issues and Circumstances*.

### RATING LABELS

Accountability rating labels for districts are specified in statute. Beginning in 2004, campuses are assigned the same labels as districts under the standard accountability procedures. For 2005 and beyond, registered AECs evaluated and charters rated under AEA procedures are assigned three similar rating labels as applied under the standard accountability procedures:

- *AEA: Academically Acceptable*

- *AEA: Academically Unacceptable*
- *AEA: Not Rated – Other*

**Table 17: AEA Rating Labels**

	<b>AECs of Choice and Residential Facilities</b>	<b>Charters</b>
<i>AEA: Academically Acceptable</i>	Assigned to registered AECs with: <ul style="list-style-type: none"> <li>○ at least one TAKS test (summed across grades and subjects) in the accountability subset; or</li> <li>○ no TAKS test results and are evaluated using district at-risk performance results.</li> </ul>	Assigned to charters with at least one TAKS test (summed across grades and subjects) in the accountability subset. Charters with fewer than 10 TAKS test results receive Special Analysis.
<i>AEA: Academically Unacceptable</i>		
<i>AEA: Not Rated – Other</i>	Assigned to registered AECs that: <ul style="list-style-type: none"> <li>○ have no students enrolled in grades tested; or</li> <li>○ are operated by a charter that has no TAKS data in the accountability subset on which to rate.</li> </ul>	Assigned to charters with: <ul style="list-style-type: none"> <li>○ no students enrolled in grades tested; or</li> <li>○ insufficient or no TAKS data in the accountability subset on which to rate.</li> </ul>

Accountability ratings are final when the accountability appeals process for the year is completed in the fall following release of the ratings in August.

## USING THE DATA TABLE TO DETERMINE AN AEA RATING

On June 16, completion/dropout data from the Texas Education Agency (TEA) will be released to districts and campuses in the TEA Secure Environment (TEASE). In late July, prior to finalizing all computations necessary for accountability ratings, preview data tables will be available in TEASE for the district and each campus.

These tables will *not* show a rating and will *not* provide calculations for Required Improvement. However, by using the preview data tables and the *2005 Accountability Manual*, districts can anticipate their ratings in advance of the TEA ratings release in August. *The preview data tables will contain unmasked data and must be treated as confidential.* The performance of individual students may be shown.

A sample unmasked preview data table for a campus serving grades 9-12 follows. This grade span includes data for all AEA indicators.

**Table 18: Sample AEA Data Table**

July 2005

Texas Education Agency  
CONFIDENTIAL

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2005 Preview Accountability Data Table – Alternative Education Accountability Procedures

District Name: SAMPLE ISD

Campus Name: SAMPLE ALTERNATIVE LEARNING CENTER

Campus Number: 999999999

Campus Type: AEC of Choice

Grade Span: 09 – 12

% At-Risk: 75%

3

4

Rating:

5

Analysis groups used to determine ratings are marked with an 'X.'

District At-Risk TAKS data used.

SDAA II not evaluated due to grade span, small numbers, or no data.

District At-Risk Completion Rate II used.

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	District At-Risk	All Students	African American	Hispanic	White	Econ Disadv
Texas Assessment of Knowledge and Skills (TAKS) (Grades 3-11)						
Analysis Groups Evaluated	X	X		X		X
2004-05 Progress Measure						
# Tests Met Standard	33,197	36	2	26	8	26
# Tests	46,756	144	14	119	11	136
% Met Standard	71%	25%	14%	22%	73%	19%
Student Group %	n/a	100%	6%	72%	22%	72%
2003-04 Progress Measure						
# Tests Met Standard	26,881	3	0	3	0	3
# Tests	44,067	9	0	9	0	9
% Met Standard	61%	33%	0%	33%	0%	33%
Required Improvement						
Actual Change	10	-8	14	-11	73	-14

7

State-Developed Alternative Assessment II (SDAA II) (Grades 3-10)

Analysis Groups Evaluated

2004-05 SDAA II Results

# Tests Met ARD Expectations	n/a	18	n/a	n/a	n/a	n/a
# Tests	n/a	26	n/a	n/a	n/a	n/a
% Met ARD Expectations	n/a	69%	n/a	n/a	n/a	n/a

Special formats ('\*', >99%, <1%) are used to protect student confidentiality.

'n/a' indicates that the data are not applicable.

**Table 18: Sample AEA Data Table (continued)**

July 2005

Texas Education Agency  
CONFIDENTIAL

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2005 Preview Accountability Data Table – Alternative Education Accountability Procedures

District Name: SAMPLE ISD

Campus Name: SAMPLE ALTERNATIVE LEARNING CENTER

Campus Number: 999999999

Campus Type: AEC of Choice

Grade Span: 09 – 12

% At-Risk: 75%

Rating:

Analysis groups used to determine ratings are marked with an 'X.'

District At-Risk TAKS data used.

SDAA II not evaluated due to grade span, small numbers, or no data.

District At-Risk Completion Rate II used.

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	District At-Risk	All Students	African American	Hispanic	White	Econ Disadv
<b>Completion Rate II (Grades 9-12)</b>						
Analysis Groups Evaluated	X	X		X		
Class of 2004						
# Completers	1,824	29	2	22	5	20
# Non-completers	181	16	3	13	0	9
# in Class	2,005	45	5	35	5	29
Completion Rate	91.0%	64.4%	40.0%	62.9%	100%	69.0%
Student Group %	n/a	100%	11%	78%	11%	64%
Class of 2003						
# Completers	1,661	25	2	19	4	19
# in Class	1,992	43	4	34	5	28
Completion Rate	83.4%	58.1%	50.0%	55.9%	80.0%	67.9%
Required Improvement						
Actual Change	7.6	6.3	-10.0	7.0	20.0	1.1

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<b>Annual Dropout Rate (Grades 7-12)</b>						
Analysis Groups Evaluated		X		X		X
2003-04						
# Dropouts	n/a	10	1	9	0	8
# Students in Grades 7-12	n/a	83	7	68	8	81
Dropout Rate	n/a	12.0%	14.3%	13.2%	0.0%	9.9%
Student Group %	n/a	100%	8%	82%	10%	98%
2002-03						
# Dropouts	n/a	14	2	12	0	14
# Students in Grades 7-12	n/a	75	8	59	8	70
Dropout Rate	n/a	18.7%	25.0%	20.3%	0.0%	20.0%
Required Improvement						
Actual Change	n/a	-6.7	-10.7	-7.1	0.0	-10.1

Special formats ('\*', >99%, <1%) are used to protect student confidentiality.  
'n/a' indicates that the data are not applicable.

The sample preview data table above illustrates the types of information provided. See *Chapter 11 – AEA Base Indicators* for more information about each measure. The final AEA data table released in August may include minor modifications. An explanation of each numbered topic follows.

1. **Confidential:** Performance data are unmasked on the AEA data tables posted in TEASE. For this reason, personal student information may be shown. To be compliant with the federal *Family Educational Rights and Privacy Act* (FERPA), all unmasked data must be treated as confidential.

**Alternative Education Accountability Procedures:** New accountability procedures have been developed for AECs and charters rated under AEA procedures. Campuses not registered for evaluation under AEA procedures are evaluated under standard accountability procedures.

2. **% At-Risk:** In 2005, % *At-Risk* is provided as information only. In 2006, all registered AECs must have a minimum percentage of at-risk students enrolled on the AEC verified through current year Public Education Information Management System (PEIMS) fall enrollment data in order to be evaluated under AEA procedures. The at-risk criterion will begin at 65% in 2006.
3. **Campus Type:** Each AEC registered for evaluation under AEA procedures is designated as an AEC of Choice or Residential Facility.
4. **Rating:** AEA rating labels are not available for the preview data tables.
5. **Messages:** A complete list of messages that may appear on AEA data tables is provided later in this chapter.

**District At-Risk TAKS data used:** If an AEC has no TAKS results or does not meet the 40% TAKS Progress standard based on results for fewer than 10 tests, then the AEC is evaluated on performance of at-risk students in the district.

If the AEC does not meet the performance standard based on district performance data of at-risk students, then Required Improvement is calculated using district performance data of at-risk students.

**SDAA II not evaluated due to grade span, small numbers, or no data:** If the AEC or charter does not serve students in grades 3-10 or has fewer than 30 SDAA II test results in the accountability subset, then the AEC or charter is not evaluated on SDAA II.

**District At-Risk Completion Rate II used:** If the AEC of Choice does not meet the 75.0% Completion Rate II standard or demonstrate Required Improvement, or if the AEC of Choice has students in grades 9-12 but does not have a Completion Rate II, then the AEC of Choice is evaluated on the Completion Rate II of at-risk students in the district.

If the AEC of Choice does not meet the accountability standard based on at-risk students in the district, then Required Improvement is calculated using Completion Rate II of at-risk students in the district.

6. **Texas Assessment of Knowledge and Skills (TAKS) (Grades 3-11):** One of the four AEA base indicators on which AECs and charters are evaluated. The TAKS Progress indicator evaluates test results across grades and subjects.

**Analysis Groups Evaluated:** Analysis groups used to determine AEA ratings are marked with an 'X.'

**# Tests Met Standard:** The numerator used to calculate *% Met Standard* – TAKS tests meeting the standard or having a TGI score of 0 (zero) or higher and exit-level retests meeting the standard at the spring administrations or in the previous fall or summer.

**# Tests:** The denominator used to calculate *% Met Standard* – TAKS tests taken and exit-level retests meeting the standard at the spring administrations or in the previous fall or summer.

**% Met Standard:** The percent of the student group that met the TAKS Progress standard.

**Student Group %:** Used to identify which student groups meet minimum size requirements for the indicator. TAKS performance is always evaluated for All Students and the following student groups meeting minimum size requirements: African American, Hispanic, White, and Economically Disadvantaged.

**TAKS Required Improvement:** Moves an AEC or charter to *AEA: Academically Acceptable* if the AEC or charter demonstrates sufficient improvement on the deficient TAKS measures to meet a standard of 40% within two years. Required Improvement is not calculated if the AEC or charter has fewer than 10 test results (for the student group) in 2004.

**Actual Change:** The difference between performance in 2005 and 2004. *Actual Change* is always shown when two years of data are available.

7. **State-Developed Alternative Assessment II (SDAA II) (Grades 3-10):** One of the four AEA base indicators on which AECs and charters are evaluated. SDAA II assesses grades 3-10 students with disabilities who receive instruction in the state's curriculum but for whom the TAKS test is inappropriate.

SDAA II was introduced in 2005; therefore, only one year of data is shown. Required Improvement for SDAA II will be developed in 2006 when two years of data are available.

**Analysis Groups Evaluated:** Analysis groups used to determine AEA ratings are marked with an 'X.'

SDAA II performance is evaluated for All Students only. Student groups are not evaluated. District SDAA II data are not evaluated for AEC ratings.

**# Tests Met ARD Expectations:** The numerator used to calculate *% Met ARD Expectations* – SDAA II tests *Meeting ARD Expectations*.

**# Tests:** The denominator used to calculate *% Met ARD Expectations* – SDAA II tests taken.

**% Met ARD Expectations:** The percent of tests that *Met ARD Expectations*.

8. **Completion Rate II (Grades 9-12):** One of the four AEA base indicators on which AECs of Choice and charters are evaluated. Completion Rate II counts graduates, continuing students (students who return to school for a fifth year), and General Educational Development (GED) recipients as completers. This longitudinal rate shows the percent of students who first attended grade 9 in the 2000-01 school year who completed or are continuing their education four years later. Residential Facilities are not evaluated on Completion Rate II.



**Analysis Groups Evaluated:** Analysis groups used to determine AEA ratings are marked with an 'X.'

**# Completers:** The numerator used to calculate Completion Rate II – number of completers.

**# Non-completers:** Used together with *# in Class* to determine if minimum size requirements are met for a group to be evaluated.

**# in Class:** The denominator used to calculate Completion Rate II – number of students in the class.

**Completion Rate II:** The percent of the student group that completed high school – *# Completers* divided by *# in Class*.

**Student Group %:** Used to identify which student groups meet minimum size requirements for the indicator. All Students and the following student groups meeting minimum size requirements are evaluated: African American, Hispanic, White, and Economically Disadvantaged.

**Completion Rate II (Grades 9-12) Required Improvement:** Moves an AEC of Choice or charter to *AEA: Academically Acceptable* if the AEC of Choice or charter demonstrates sufficient improvement on the deficient Completion Rate II measures since the Class of 2003 to be at 75.0% within two years.

**Actual Change:** The difference between the Completion Rate II for the Classes of 2004 and 2003. *Actual Change* must be equal to or greater than the *Improvement Required*. *Actual Change* is always shown when two years of data are available.

In this example, Required Improvement will be calculated; therefore, *Met Minimum Size Requirements?*, *Improvement Required*, and *Met Required Improvement?* will be shown on the final data table for the analysis groups evaluated.

9. **Annual Dropout Rate (Grades 7-12):** One of the four AEA base indicators on which AECs and charters are evaluated. This annual rate is grade 7-12 dropouts as a percent of all students enrolled at the AEC or charter in grades 7-12 in a single school year.

**Analysis Groups Evaluated:** Analysis groups used to determine AEA ratings are marked with an 'X.'

**# Dropouts:** The numerator used to calculate Annual Dropout Rate – number of grade 7-12 students designated as official dropouts.

**# Students in Grades 7-12:** The denominator used to calculate Annual Dropout Rate – number of grade 7-12 students in attendance at any time during the school year.

**Dropout Rate:** The percent of the student group that dropped out of school – *# Dropouts* divided by *# Students in Grades 7-12*.

**Student Group %:** Used to identify which student groups meet minimum size requirements for the indicator. All Students and the following student groups meeting minimum size requirements are evaluated: African American, Hispanic, White, and Economically Disadvantaged. If the AEC does not meet the minimum size requirements for All Students, then the AEC is not evaluated on Annual Dropout Rate.

**Annual Dropout Rate (Grades 7-12) Required Improvement:** Moves an AEC or charter to *AEA: Academically Acceptable* if the AEC or charter demonstrates a sufficient decline in the Annual Dropout Rate to be at 10.0% in two years.

**Actual Change:** The difference between the 2003-04 and 2002-03 Annual Dropout Rates. *Actual Change* must be less than or equal to the *Improvement Required* and will contain negative numbers. The *Actual Change* needs to be a larger negative number than the *Required Improvement*. *Actual Change* is always shown when two years of data are available.

In this example, Required Improvement will be calculated; therefore, *Met Minimum Size Requirements?*, *Improvement Required*, and *Met Required Improvement?* will be shown on the final data table for the analysis groups evaluated.

## FINAL DATA TABLES

Preview data tables will be available only via TEASE prior to finalizing accountability ratings. Ratings will be released on August 1, 2005. Final data tables that include masked data will be online and available to districts and the public on August 1. See *Chapter 18 – Calendar* for other important dates.

The following will appear on the final data tables:

*Accountability Ratings.* AEA rating labels are:

- *AEA: Academically Acceptable,*
- *AEA: Academically Unacceptable, or*
- *AEA: Not Rated – Other.*

*Messages.* These messages appear in the top section of the data table after the rating label when applicable:

- District At-Risk TAKS data used. (AEC only)
- District At-Risk Completion Rate II used. (AEC only)
- Residential Facilities are not evaluated on Completion Rate II. (Residential Facilities only)
- This campus is not rated due to grade span. (AEC only)
- Charter operates only Residential Facilities. (charter only)
- Charter exceeds threshold for underreported students. (charter only)
- Special Analysis conducted. (AEC or charter)
- SDAA II not evaluated due to grade span, small numbers, or no data. (AEC or charter)
- Completion Rate II not evaluated due to grade span, small numbers, or no data. (AEC or charter)
- Annual Dropout Rate not evaluated due to grade span, small numbers, or no data. (AEC or charter)

- Rating changed due to appeal. Data not modified. (AEC or charter)

*Required Improvement.* The final data table shows all calculations for Required Improvement when calculated:

- *Met Minimum Size Requirements?* – “Y” or “N” is shown.
- *Actual Change* – The difference between current and prior year data.
- *Improvement Required* – The amount of change needed for Required Improvement to be met.
- *Met Required Improvement?* – If Required Improvement is calculated, “Y” or “N” is shown depending on the comparison of *Actual Change* to the *Improvement Required*.

## **MASKED DATA**

As in the past, performance on the data tables posted to the agency website is masked when there are fewer than five students in the denominator of the measure. Additionally, all performance at or near 0% or 100% is masked. It is necessary to mask data that potentially reveals the performance of a student in order to be in compliance with *FERPA*.

## **AEA SUMMARY**

Two tables follow that summarize the 2005 AEA procedures. *Table 19* provides an overview of the requirements for achieving each rating level. An AEC or charter must meet the criteria for every applicable measure to be rated *AEA: Academically Acceptable*. If the criteria for a rating are not met for every measure, then *AEA: Academically Unacceptable* is assigned.

For example, to be rated *AEA: Academically Acceptable*, an AEC or charter must satisfy all requirements shown in the *AEA: Academically Acceptable* column for each indicator evaluated. As shown, AECs and charters can meet the criteria for the *AEA: Academically Acceptable* rating by either meeting an absolute performance standard or demonstrating Required Improvement for the indicators.

*Table 20* provides a more detailed overview of the 2005 AEA procedures, with the base indicators listed as columns. For example, for each of the indicators, *Table 20* provides a brief definition, use of district at-risk data, the rounding methodology, the standards, the accountability subset methodology, subjects, student groups, minimum size criteria, and application of Required Improvement.

**Table 19: Requirements for AEA: Academically Acceptable Rating**

Indicators/Features	AECs of Choice	Residential Facilities	Charters
Assessment Indicators			
<b>TAKS Progress</b> All Students and each student group that meets minimum size criteria: African American Hispanic White Economically Disadvantaged	Meets <b>40%</b> Standard <b>or</b> Demonstrates Required Improvement <b>or</b> Meets <b>40%</b> Standard Using District At-Risk Data <b>or</b> Demonstrates Required Improvement Using District At-Risk Data		Meets <b>40%</b> Standard <b>or</b> Demonstrates Required Improvement
<b>SDAA II</b> All Students if minimum size criteria are met	Meets <b>40%</b> Standard		
Completion/Dropout Indicators			
<b>Completion Rate II</b> All Students and each student group that meets minimum size criteria: African American Hispanic White Economically Disadvantaged	Meets <b>75.0%</b> Standard <b>or</b> Demonstrates Required Improvement <b>or</b> Meets <b>75.0%</b> Standard Using District At-Risk Data <b>or</b> Demonstrates Required Improvement Using District At-Risk Data	Residential Facilities are not evaluated on Completion Rate II.	Meets <b>75.0%</b> Standard <b>or</b> Demonstrates Required Improvement
<b>Annual Dropout Rate</b> All Students and each student group that meets minimum size criteria: African American Hispanic White Economically Disadvantaged	Meets <b>10.0%</b> Standard <b>or</b> Demonstrates Required Improvement		
Additional Features			
<b>Required Improvement</b>	Required Improvement is calculated for the TAKS Progress, Completion Rate II, and Annual Dropout Rate indicators when the standards are not met and when prior year minimum size requirements are met.		
<b>Use of District At-Risk Data</b>	TAKS data of at-risk students in the district are used when the 40% standard and Required Improvement are not met based on fewer than 10 tests or when there are no TAKS tests.		Performance results of all students in the accountability subset are used in determining the charter rating. The charter rating is not limited to evaluation of at-risk students.
	Completion Rate II of at-risk students in the district is used when the 75.0% standard and Required Improvement are not met or when students in any grades 9-12 are served but there is no Completion Rate II.	Residential Facilities are not evaluated on Completion Rate II.	
<b>Special Analysis</b>	Special Analysis is conducted when there are fewer than 10 at-risk TAKS tests in the district or charter.		Special Analysis is conducted when there are fewer than 10 TAKS tests in the charter.
<b>Data Integrity</b>	None		Charters are subject to underreported student standards, although the charter rating is not affected.

**Table 20: Overview of 2005 AEA Procedures**

	<b>TAKS Progress Grades 3-11</b>	<b>SDAA II Grades 3-10</b>	<b>Completion Rate II Grades 9-12</b>	<b>Annual Dropout Rate Grades 7-12</b>
<b>Use/Definition</b>	<p>TAKS tests meeting the student passing standard or having a TGI score of 0 (zero) or higher <b>and</b> TAKS exit-level retester results meeting the student passing standard at the spring administrations or in the previous fall or summer.</p> <p>Results are summed across grades and subjects. Spanish results are included. First and second administration results of grades 3 and 5 Reading and grade 5 Mathematics are included. Make-up tests taken within testing window are included.</p>	<p>The number of SDAA II tests meeting ARD expectations summed across grades and subjects divided by the total number of SDAA II tests for which ARD expectations were established.</p>	<p>A prior year indicator that evaluates graduates, continuing students, and GED recipients, expressed as a percent of total students in the Completion Rate II class.</p> <p>AECs of Choice that do not serve students in grades 9, 10, 11, and/or 12 are not evaluated on Completion Rate II.</p> <p>Residential Facilities are not evaluated on Completion Rate II.</p>	<p>A prior year indicator that evaluates the number of grade 7-12 students designated as official dropouts divided by the number of grade 7-12 students in attendance at any time during the school year.</p> <p>If minimum size requirements for All Students are not met, then do not evaluate Annual Dropout Rate.</p>
<b>District At-Risk Data</b>	<p>The AEC is evaluated on performance of at-risk students in the district if the AEC does not meet the standard or demonstrate RI based on fewer than 10 tests or if the AEC has no TAKS results.</p>	N/A	<p>The AEC of Choice is evaluated on Completion Rate II of at-risk students in the district if the AEC of Choice does not meet the standard or demonstrate RI or if the AEC of Choice serves students in any grades 9-12 but does not have a Completion Rate II.</p>	N/A
<b>Rounding</b>	Whole Numbers		One decimal	
<b>Standards</b>	40%		75.0%	10.0%
<b>Accountability Subset</b>	<p>Test answer documents are attributed to the AEC based on the 85-day rule (except for charters and charter AECs).</p> <p>Campus accountability subset holds the AEC accountable for students enrolled at the AEC on the fall snapshot and testing date, but does not apply to exit-level retesters.</p> <p>District accountability subset holds the charter accountable for students enrolled at the charter on the fall snapshot and testing date, but does not apply to exit-level retesters.</p>		Completion/Dropout data are attributed to the AEC only when the student attends the AEC for 85 days or more.	
<b>Subjects</b>	<p>Reading/ELA</p> <p>Writing</p> <p>Mathematics</p> <p>Social Studies</p> <p>Science</p>	<p>Reading/ELA</p> <p>Writing</p> <p>Mathematics</p>	N/A	
<b>Student Groups</b>	<p>All Students <b>and</b> African American, Hispanic, White, Economically Disadvantaged</p>	All Students only	<p>All Students <b>and</b> African American, Hispanic, White, Economically Disadvantaged</p>	<p>All Students <b>and</b> African American, Hispanic, White, Economically Disadvantaged</p>
<b>Minimum Size Criteria</b>				
<b>All Students</b>	<p>All Students tests are always evaluated</p>	30 or more tests summed across grades and subjects	<p>≥ 5 dropouts (non-completers) <b>and</b> ≥ 10 students</p>	<p>≥ 5 dropouts <b>and</b> ≥ 10 students</p>
<b>Student Groups</b>	<p>30-49 tests for the student group and the student group represents at least 10% of All Students tests <b>or</b> at least 50 tests</p>	N/A	<p>≥ 5 dropouts (non-completers) <b>and</b> 30/10%/50</p>	<p>≥ 5 dropouts <b>and</b> 30/10%/50</p>

**Table 20: Overview of 2005 AEA Procedures (continued)**

	<b>TAKS Progress Grades 3-11</b>	<b>SDAA II Grades 3-10</b>	<b>Completion Rate II Grades 9-12</b>	<b>Annual Dropout Rate Grades 7-12</b>
<b>Required Improvement (RI) – A gate up to AEA: Academically Acceptable</b>				
<b>Use/Definition</b>	The AEC or charter must demonstrate sufficient gain in TAKS Progress to be at 40% within 2 years.  Prior year percent <i>Met Standard</i> is recalculated using the current year passing standard.	RI for SDAA II will be implemented when 2 years of data are available.	The AEC or charter must demonstrate sufficient gain in Completion Rate II to be at 75.0% within 2 years.  Residential Facilities are not evaluated on Completion Rate II.	The AEC or charter must demonstrate sufficient decline in Annual Dropout Rate to be at 10.0% within 2 years.  Improvement will appear as a negative number to demonstrate decline in the dropout rate.
<b>Actual Change</b>	2005 minus 2004 performance (at Panel Recommended for grades 3-10 and at 1 SEM for grade 11)	N/A	Class of 2004 rate minus Class of 2003 rate	2003-04 rate minus 2002-03 rate
<b>Improvement Required</b>	Gain needed to reach 40% standard in 2 years	N/A	Gain needed to reach 75.0% standard in 2 years	Decline needed to reach 10.0% standard in 2 years
<b>Minimum Size</b>	Meets minimum size in current year and has at least 10 tests in prior year	N/A	Meets minimum size in current year and has at least 10 students in Completion Rate II class in prior year	Meets minimum size in current year and has at least 10 students in grades 7-12 in the prior year
<b>Rounding</b>	Whole Numbers	N/A	One decimal	

## Chapter 14 - Preview of 2006 and Beyond

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This chapter provides information about future plans for the alternative education accountability (AEA) procedures to the extent known at the time this *Manual* is published. The purpose of this chapter is to inform educators in advance so that districts and campuses can prepare for changes that will occur in 2006 and beyond. Additions, deletions, and modifications are possible due to state legislative action.

### AEC Registration Process for 2006

The 2006 alternative education campus (AEC) registration process begins on August 5, 2005. An e-mail notification will be sent to all superintendents stating that AECs registered in 2004-05 will be re-registered automatically in 2005-06 subject to the at-risk registration criterion described below. A rescission letter will be required from AECs not wishing to remain registered for AEA. A *2005-06 Alternative Education Accountability Campus Registration Form* will be required from each AEC that wishes to be evaluated under 2005-06 AEA procedures that is not already on the list of registered AECs. A sample rescission letter and the registration form will be available on the AEA website at <http://www.tea.state.tx.us/aea>. The 2006 registration process closes on August 31, 2005. When finalized, the list of 2006 registered AECs will be available on the AEA website.

### At-Risk Registration Criterion for 2006 and Beyond

An at-risk registration criterion will be phased in beginning in 2006. Each registered AEC must have a minimum percentage of at-risk students enrolled on the AEC verified through current year Public Education Information Management System (PEIMS) fall enrollment data in order to be evaluated under AEA procedures. The at-risk criterion will begin at 65% in 2006 and increase by five percentage points each year until it reaches 75% in 2008 where it is expected to remain as described below.

- 2006 – 65% or higher at-risk student enrollment at the AEC
- 2007 – 70% or higher at-risk student enrollment at the AEC
- 2008 – 75% or higher at-risk student enrollment at the AEC

A safeguard will be incorporated for those campuses that are below the at-risk requirement such as averaging the rate over multiple years.

### Attribution of AEC Data

*2006 Accountability.* Campus accountability subset determines attribution of AEC test data. 2004-05 leaver data are attributed according to the 85-day rule for AECs that were registered for evaluation under AEA procedures in 2005. 2004-05 leaver data are attributed to the last campus of attendance for AECs that were not registered for evaluation under AEA procedures in 2005, but are registered in 2006.

*2007 Accountability.* Campus accountability subset determines attribution of AEC test data. All 2005-06 leavers are attributed to the last campus attended.

## **Accountability Standards**

*2006 and Beyond.* AEA base indicator standards will be reviewed annually and are subject to change.

*2007.* Completion Rate II and Annual Dropout Rate standards will be reviewed to determine the impact of discontinuing the 85-day rule and implementing the National Center for Education Statistics (NCES) dropout definition.

## **Student Passing Standard**

In 2006, the student passing standard will move to *Panel Recommendation* (PR) for the grade 11 Texas Assessment of Knowledge and Skills (TAKS) test. All other grades have been at PR since 2005.

## **Required Improvement**

Required Improvement for State-Developed Alternative Assessment II (SDAA II) will be developed in 2006 when two years of data are available.

## **AECs Rated AEA: Academically Unacceptable**

In 2005, registered AECs rated *AEA: Academically Unacceptable* do not prevent a district from achieving a rating of *Exemplary* or *Recognized*. This policy will be reviewed and is subject to change in 2006.



## Chapter 15 - AEA Glossary and Index

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**Alternative Education Campus (AEC) of Choice:** Alternative education programs provide accelerated instructional services to students at risk of dropping out of school. At-risk students enroll at AECs of Choice to expedite progress toward performing at grade level and high school completion.

**Annual Dropout Rate:** Grade 7-12 dropouts as a percent of total students enrolled at the AEC in grades 7-12 in a single school year. A dropout is defined as a student who is enrolled in school at some time during the school year but either leaves school during the school year without an approved excuse or completes the school year and does not return the following year.

**At-Risk:** In accordance with Texas Education Code (TEC) §29.081(d), a "student at risk of dropping out of school" includes each student who is under 21 years of age and who:

- (1) was not advanced from one grade level to the next for one or more school years;
- (2) if the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
- (3) did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
- (4) if the student is in prekindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
- (5) is pregnant or is a parent;
- (6) has been placed in an alternative education program in accordance with TEC §37.006 during the preceding or current school year;
- (7) has been expelled in accordance with TEC §37.007 during the preceding or current school year;
- (8) is currently on parole, probation, deferred prosecution, or other conditional release;
- (9) was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
- (10) is a student of limited English proficiency, as defined by TEC §29.052;
- (11) is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
- (12) is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
- (13) resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

**Campus Accountability Subset:** Only test results for students enrolled on the same campus on the PEIMS enrollment snapshot date (the last Friday in October) and on the testing date are included in the campus performance measure.

**Completion Rate II:** Longitudinal rate that shows the percent of students who first attended grade 9 in the 2000-01 school year who completed or who are continuing their education four years later. Known as the 2000-01 cohort, these students' progress was tracked over the four years using data provided to the Texas Education Agency (TEA) by districts and charters. Graduates, continuing students (students who return to school for a fifth year), and General Educational Development (GED) recipients are counted as completers in the calculation of Completion Rate II.

**District Accountability Subset:** Only test results for students enrolled in the same charter on the PEIMS enrollment snapshot date (the last Friday in October) and on the testing date are included in the charter performance measure.

**Registered AEC:** Term used to refer collectively to AECs of Choice and Residential Facilities that are registered for evaluation under alternative education accountability (AEA) procedures.

**Required Improvement:** Compares prior year performance to current year performance. In order to qualify for this comparison, the target group (All Students or any student group) must meet a minimum size requirement for the prior year.

**Residential Facility:** Education services are provided to students in residential programs and facilities operated under contract with the Texas Youth Commission (TYC), students in detention centers and correctional facilities that are registered with the Texas Juvenile Probation Commission (TJPC), and students in private residential treatment centers (PRTC).

**Special Analysis:** Ensures that AECs with small numbers of students are rated fairly. Special Analysis consists of analyzing current and past performance data to determine if the initial rating assigned under the automated evaluation process is an aberration or an indication of consistent performance.

**State-Developed Alternative Assessment II (SDAA II):** Assesses students with disabilities in grades 3-10 who receive instruction in the state's curriculum but for whom the Texas Assessment of Knowledge and Skills (TAKS) test is an inappropriate measure of their academic progress. SDAA II tests are given in reading, English language arts (ELA), writing, and mathematics. Students are assessed at their appropriate instructional levels, as determined by their Admission, Review, and Dismissal (ARD) committees.

**TAKS Progress Indicator:** The TAKS Progress indicator includes TAKS tests meeting the student passing standard *or* having a Texas Growth Index (TGI) score that meets the student growth standard of 0 (zero) or higher *and* TAKS exit-level retests meeting the student passing standard at the spring administrations or in the previous fall or summer.

**Texas Growth Index (TGI):** Developed for accountability purposes to evaluate individual student growth from one year to the next on the TAKS. The TGI compares how students taking a TAKS subject test in one year perform on the same TAKS subject test in the next higher grade the following year. An individual TGI score indicates the amount of growth for each student in relation to the average growth of all students who performed at the same level in the base year. The TGI score of zero (0) indicates that the year-to-year change in scale score is equal to the average change. The TGI measures growth for a student who passes as well as a student who does not pass the TAKS.

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**The 2005 Accountability Rating System  
for Texas Public Schools and School Districts**

# Part 3

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## Chapter 16 – Appealing the Ratings

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Providing superintendents with the opportunity to appeal accountability ratings has been a feature of the state accountability system since 1994. The opportunity to appeal is supported in the 2005 system as well. Superintendents may appeal the state accountability ratings for both standard and alternative education accountability (AEA) procedures, by following the guidelines provided in this chapter. There are defined time limits and a specific set of circumstances under which appeals may be submitted.

### APPEALS CALENDAR

June 16, 2005	<i>Dropout/Completion Lists.</i> Superintendents are given access to lists of official dropouts and lists of completion cohort membership. These reports provide a preview of the data that will be used to calculate the Annual Dropout Rate and Completion Rate II base indicators for the state accountability ratings.
Late July, 2005	<i>Preview Data Tables.</i> Superintendents are given access to preview accountability data tables for their district and campuses showing all state accountability indicator data. Principals and superintendents can use these data tables to anticipate their campus and district accountability ratings. Appeals may be submitted <i>by the superintendent</i> after receipt of the preview data tables.
August 1, 2005	<i>Ratings Release.</i> Due to the short timeline between the transmittal of the preview data tables and the ratings release date, no appeals will be resolved before the ratings release.
August 19, 2005	<i>Appeals Deadline.</i> Appeals must be postmarked no later than August 19, 2005 in order to be considered.
Late October, 2005	<i>Ratings Update.</i> The outcome of all appeals will be reflected in the ratings update scheduled for October, 2005. At that time the TEA website will be updated.

A more detailed calendar can be found in *Chapter 18 – Calendar*.

### General Considerations

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#### APPEALS ARE NOT A DATA CORRECTION OPPORTUNITY!

The numbers shown on the data tables (and later on other agency products, such as the AEIS reports) are final and cannot be changed, even if an appeal is granted.

Appeals should be based upon a data or calculation error attributable to the Texas Education Agency, regional education service centers, or the test contractor for the student assessment program. However, problems due to district errors in PEIMS data submissions or on TAKS answer sheets are considered on a case-by-case basis. Also, statute permits consideration of data reporting quality in evaluating the merits of an appeal. Poor data quality is not a valid reason to appeal.

## CHANGED RATINGS ONLY

Only appeals that would result in a changed rating will be considered.

## NO GUARANTEED GRANTS

Appeals that follow these guidelines are not guaranteed to be granted. Each appeal is evaluated based on the details of its unique situation. Well-written appeals that follow the guidelines are more easily processed, but they are not necessarily granted.

## SITUATIONS UNFAVORABLE FOR APPEAL

A strength of the state accountability system is that the rules are applied uniformly to all campuses and districts. Petitions to make exceptions for how the rules are applied are viewed as unfavorable for appeal. Examples of situations unfavorable for appeal follow. Some examples apply to both standard and AEA procedures. Some are unique to one set of procedures or the other.

*Both standard and AEA examples:*

- *Campus Mobility.* Requests to include the performance of students excluded due to the appropriate use of the campus mobility subset criteria.
- *Grade 3 and Grade 5 Cumulative.* Requests to alter the TEA methodology for combining the first and second administrations of grade 3 reading results, or the first and second administrations of grade 5 reading and mathematics results.
- *Rounding.* Requests to compute Required Improvement, student group percents, or indicator values using rounding methodology different from that described in this *Manual*.
- *Minimum Size Criteria.* Requests to evaluate student groups using minimum size criteria different from those described in this *Manual*.

*Standard examples:*

- *Exceptions Provision.* Requests for additional exceptions or changes to the application of the Exceptions Provision.
- *Pairing.* Requests to alter pairing relationships that districts agreed to prior to April 30, 2005.
- *New and Academically Unacceptable.* Requests to assign the *Not Rated: Other* label to campuses that are *Academically Unacceptable* in their first year of operation.
- *Floors.* Requests to waive the floor requirements when applying either the Exceptions Provision or Required Improvement.
- *Grade 11.* Requests to include the results of grade 11 students who retested during any TAKS exit level retest administrations.

*AEA examples:*

- *Late Registration Requests.* Requests after September 10, 2004 to be registered as an alternative education campus (AEC) in order to be evaluated under AEA procedures.



## Guidelines by Indicator

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### TAKS APPEALS

If a problem is identified with data received from the test contractor, the TAKS data may be appealed. An appeal of the TAKS indicators should reflect a serious problem such as a missing grade level or campus. However, coding errors on TAKS answer sheets will be considered on a case-by-case basis.

- If the district has requested that the writing results be re-scored, a copy of the dated request to the test contractor should be provided with the appeal.
- If other serious problems are found, copies of correspondence with the test contractor should be provided with the appeal.

### SDAA II APPEALS

As with TAKS appeals, an appeal of the SDAA II indicator should include copies of any correspondence with the test contractor. Other information available to the agency about special education students may be used in evaluating SDAA II appeals; for example, Performance-Based Monitoring (PBM) indicators pertaining to SDAA II may be examined in concert with the supporting documentation provided by the district.

### ANNUAL DROPOUT RATE APPEALS

The dropout rate indicators are based on 2003-04 leaver data submitted for students in grades 7 and 8 (for standard ratings) and 7 through 12 (for AEA ratings). This information was reported by districts on submission 1 of the 2004-05 PEIMS data collection. Districts and campuses are held accountable for their official dropouts. Official dropouts are those students who:

- were reported by the district with leaver codes identifying the student as a dropout; and,
- were not located in other educational settings through the TEA automated comparisons of leaver data against other state data sources. For example, students found to be enrolled in the Texas public school system or to have graduated or to have earned General Educational Development (GED) certificates are not included in the count of official dropouts.

In addition, the agency determines the appropriate *campus of accountability* (COA) for dropouts reported on campuses not permitted to have dropouts attributed to them (such as Juvenile Justice Alternative Education Program and Disciplinary Alternative Education Program campuses). See *Appendix D – Data Sources* for a list of the leaver codes that designate students as dropouts for accountability purposes.

Beginning with the 2003-04 leaver data, the agency also determines the appropriate *district of accountability* (DOA) for certain dropouts reported in pre- or post-adjudication facilities or in residential treatment centers. The agency has developed rules to determine and assign responsibility for the dropout to a district the student previously attended, other than to the district where the facility is located. See *Appendix D – Data Sources* for more details about the COA and DOA processes.

### **Other Information:**

- As shown in the calendar, in June the agency will provide superintendents with access to lists of their official dropouts. For standard ratings, only students shown as official grade 7-8 dropouts on these lists may be appealed. For AEA ratings, only students shown as official grade 7-12 dropouts on these lists may be appealed. For the districts' information, the reported dropouts who were located through the statewide searches are also provided on these lists. An explanation of why these dropouts are not part of the official dropout list is included.
- Dropouts who have been designated as official dropouts but who are located by a district after the PEIMS resubmission due date (January 20, 2005) cannot be appealed. Only the status of a reported leaver by the resubmission deadline is *relevant to a dropout appeal*. This policy ensures that all districts have an equal opportunity to locate leavers.
- No more than ten official dropouts may be appealed for any campus or district.
- Data quality will be a consideration in evaluating the merits of a dropout rate appeal. Poor data quality is not a valid reason to appeal.

### **COMPLETION RATE II APPEALS**

The completion rate indicator for the class of 2004 is based on the status of students who first attended 9th grade in the 2000-01 school year. A student's final status is determined to be either graduated, received a GED, continued high school, or dropped out. All data used to calculate longitudinal completion rates are derived from PEIMS data submitted by districts between 2000 and 2005 and the statewide GED file. See *Appendix D – Data Sources* for details of the PEIMS records used to calculate the completion rate.

As shown in the calendar, in June the agency will provide districts with access to lists of all students in their class of 2004 completion cohort. Only students shown in these lists may be appealed for the completion rate indicator. The final status of each student in the completion cohort will be provided. For the numerator, students with a final status of graduated, received GED, and continued high school are counted as “completers” under both standard and AEA procedures. The denominator of the rate calculation is the sum of the students who meet this definition of completed, plus the students with a final status of “dropout.” The list also includes two groups that are not part of the denominator—members of the cohort who left Texas public schools, and students with identification errors.

The status of no more than ten non-completers or one percent of the non-completers in the cohort (whichever is larger) may be appealed for any campus or district.

Data quality will be a consideration in evaluating the merits of a completion rate appeal. Poor data quality is not a valid reason to appeal.

### **GOLD PERFORMANCE ACKNOWLEDGMENT APPEALS**

Gold Performance Acknowledgments (GPA) cannot be appealed. Campuses or districts initially rated *Academically Unacceptable* are automatically eligible for GPA if their rating is later raised on appeal.

## Special Circumstance Appeals

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### UNDERREPORTED STUDENTS

As described in *Chapter 2 – The Basics: Additional Features*, a district is prevented from being rated *Exemplary* or *Recognized* if it exceeds the standards for either the number or percent of underreported students. In 2005 as in 2004, there is no minimum size criteria employed with respect to the number of underreported students. If a district exceeds the 5.0 percent standard for percent underreported due to a very small number of underreported students, the Commissioner of Education will consider a ratings appeal.

### SDAA II

Because 2005 is the first year of the SDAA II testing program, Required Improvement cannot be evaluated for this indicator this year. If the SDAA II indicator is the sole reason for not achieving the next higher rating, an appeal may be submitted. The appeal must provide justification for why the SDAA II results do not fairly reflect the academic performance of the district or campus.

### EARLY COLLEGE HIGH SCHOOLS

New high schools created to serve special populations of gifted and talented and/or early college bound students may appeal the use of the district completion rate when the use of this district value is the sole reason for not achieving the next higher rating. Early college high schools are designed to produce graduates who earn both a high school diploma and a college degree. The appeal must provide justification for why the use of the district completion rate is not an appropriate substitute.

### OCTOBER 2004 GRADE 11 RESULTS

Under limited circumstances, a district may appeal to include results of grade 11 students tested in October 2004 as part of the TAKS base indicator. Only results of first-time testers will be considered, and results of both passers and failers will be evaluated. As with all appeals, no changes will be made to the data shown on the reports.

## How to Submit an Appeal

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Superintendents appealing an accountability rating must transmit a letter that includes the following:

- A statement that the letter is an appeal of the 2005 state accountability rating;
- The name and ID number of the district and/or campuses for which the appeal is being submitted;
- The specific indicator(s) appealed;
- The problem, including details of the data affected and what caused the problem;
- If applicable, the reason(s) why the cause of the problem is attributable to the Texas Education Agency, a regional education service center, or the test contractor for the student assessment program;

- The reason(s) why the change would result in a different rating, including calculations that support the different outcome;
- A statement that all information included in the appeal is true and correct to the superintendent's best knowledge and belief; and,
- The superintendent's signature on official district letterhead.

**Other Information:**

- Appeals for more than one campus within a district may be included in the same letter.
- Appeals for more than one indicator may be included in the same letter.
- Appeals of ratings issued under both standard and AEA procedures may be included in the same letter.
- Districts will have only one opportunity to appeal each indicator for any campus or the district.
- When student-level information is in question, supporting information must be provided for review, i.e., a list of the students in question by name and identification number. It is not sufficient to claim data are in error without providing information with which the appeal can be researched and evaluated.
- It is the district's responsibility to ensure all relevant information is included in the appeal as districts will not be prompted for additional materials.
- Appeal letter must be postmarked on or before August 19, 2005. Appeals postmarked after this date will not be considered.
- Appeal **letter** should be addressed to **Dr. Shirley Neeley**, Commissioner of Education (see letter examples, next page).
- **Envelope** should be addressed to the **Division of Performance Reporting** as follows:

Your ISD Your address City, TX zip	<div style="border: 1px solid black; width: 60px; height: 60px; margin: 0 auto; display: flex; align-items: center; justify-content: center;"> <i>stamp</i> </div>	Division of Performance Reporting Texas Education Agency 1701 North Congress Avenue Austin, TX 78701-1494
<u>Attn: Accountability Ratings Appeal</u>		

- **Do not send multiple copies of the appeal letter and/or supporting documentation.**
- Districts are encouraged to obtain delivery confirmation services from their mail courier.

Examples of satisfactory and unsatisfactory appeals are provided on the following page for illustration.

## Exhibit 2: Appeal Examples

Satisfactory Appeal:	Unsatisfactory Appeals:
<p>Dear Commissioner Neeley,</p> <p>This is an appeal of the 2005 state accountability rating issued for Elm Street Junior High (ID 123456789) in Elm ISD.</p> <p>Specifically, I am appealing the grade 7-8 annual dropout rate that was used to assign a rating of <i>Academically Unacceptable</i> to this school.</p> <p>I have analyzed the leaver information for Elm Street Junior High and believe that one student counted as an official dropout in the statewide record reconciliation and assignment system should not have been counted. This student left Elm Street Junior High last spring but we did not receive a request for records until after the PEIMS resubmission due date. However, I have reason to believe that this student has been enrolled at the transfer district since the beginning of the school year.</p> <p>Unfortunately, this student received a Z-ID during the leaver record processing, which is why I believe that this student could have been reported in current year enrollment but not matched.</p> <p>Attached is pertinent information to this appeal: Student name, student identification numbers, date of birth, and transfer documentation are provided. Assigning this record as other leaver rather than dropout should raise the school's rating to <i>Academically Acceptable</i>.</p> <p>By my signature below, I certify that all information included in this appeal is true and correct to the best of my knowledge and belief.</p> <p>Sincerely,</p> <p>J. Q. Educator Superintendent of Schools</p> <p><i>attachments</i></p>	<p>Dear Commissioner Neeley,</p> <p>I have analyzed the leaver information for Elm Street Junior High and believe that one student should not have been counted as an official dropout in the statewide record reconciliation and assignment system. I have reason to believe that this student has been enrolled at the transfer district since the beginning of the school year even though a request for records was not received until February.</p> <p>Sincerely,</p> <p>J. Q. Educator Superintendent of Schools</p> <p>[no attachments]</p> <p>Dear Commissioner of Education,</p> <p>I have analyzed the dropout list for Elm Street High School and wish to appeal the status of 15 dropouts. Most of these students, I believe, are back in school as of May 2005. The remaining students are either gone from the state or have left the country. Please revise my 2005 rating in light of this information.</p> <p>Sincerely,</p> <p>J. Q. Educator Superintendent of Schools</p> <p>[no attachments]</p>

## How an Appeal Will Be Processed by the Agency

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Once an appeal is received by the Division of Performance Reporting, the process for evaluating the information will be followed as outlined below:

- The details of the appeal are entered into a database for tracking purposes.
- Researchers evaluate the request using agency data sources to validate the statements made to the extent possible. The agency examines all relevant data, *not just the results for the students specifically named in the correspondence*.
- Researchers analyze the effect that granting a campus appeal may have on other campuses in the district (such as paired campuses), whether they are specifically named in the appeal or not. Similarly, the effect that granting a campus appeal may have on the district is evaluated, whether the district is named in the appeal or not. In single-campus districts, both the campus and the district are evaluated, whether the district submits the appeal as a campus or district appeal.
- Staff prepares a recommendation and forwards it to an external panel for review. This review panel will provide independent oversight to the appeals process.
- The review panel examines the appeal, supporting documentation, staff research, and the staff recommendation. The panel determines its recommendation.
- The panel's recommendation is forwarded to the commissioner.
- The commissioner makes a final decision.
- The superintendent is notified in writing of the commissioner's decision and the rationale upon which the decision was made. The decision of the commissioner is final and is not subject to further negotiation at this point. The commissioner will respond in writing to each appeal received.
- *If an appeal is granted, the data upon which the appeal was based will not be modified.* Accountability and AEIS reports, as well as all other publications reflecting accountability data, must report the data as they are submitted to the TEA. Accountability data are subject to scrutiny by the Office of the State Auditor.

When a rating is changed due to a granted appeal, the letter from the commissioner serves as notification of the official rating for the district or campus. Districts are free to publicize the changed rating at that time. The agency website and other state accountability products will be updated after the resolution of all appeals. This update will occur in late October 2005 concurrent with the release of the Gold Performance Acknowledgments. Between the time of receipt of the letter granting an appeal and the update of agency state accountability products, the agency sources will not reflect the changed campus or district rating.

## Chapter 17 – Responsibilities and Consequences

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This section describes the responsibilities the various entities involved in public education have with respect to the state accountability system. These include statutory requirements for the district and safeguards to the system that the state has developed. Consequences—those actions that occur as a result of the accountability system—follow. Consequences include sanctions and rewards. All statutes referenced in this section are listed in *Appendix B – Texas Education Code* with the web address provided for the complete citations.

### Local Responsibilities

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Districts have responsibilities associated with the state accountability system. Primarily these involve properly managing campus identification numbers, following statutory requirements, submitting accurate data, and implementing an optional local accountability system.

#### CAMPUS IDENTIFICATION NUMBERS

In a given year, districts may need to change one or more of their campus identification numbers, the unique 9-digit county-district-campus number (CDC), due to closing old schools, opening new schools, or changing the grade span or population served of an existing school. The Texas Education Agency's data system can accommodate these events; however, it does not track these organizational changes over time. Unintended consequences can occur when districts "recycle" campus ID numbers. Because two-year performance changes are a component of the accountability system, and merging prior year files with current year files is driven by campus identification numbers, comparisons may be inappropriate when a campus configuration has changed. The following example illustrates this situation:

*Example:* A campus served grades 7 and 8 in 2004, but in 2005, serves as a 6th grade center. The district did not request a new campus number for the new configuration. Instead, the same identifying number used in 2004 was maintained (recycled). Therefore, in 2004, grade 6 performance on the assessments would be compared to prior year grade 7 and 8 performance. Also, any dropouts reported for the campus for 2003-04 would be subject to evaluation for the 2005 accountability rating for the 6th grade center.

Whether or not to change a campus number is a local decision. However, districts should exercise caution in requesting new numbers and in continuing to use existing numbers when the student population or the grades offered change significantly. Districts are strongly encouraged to request new campus numbers when school organizational configurations change dramatically.

Alternatively, if a CDC number is retired for a campus that has received an *Academically Unacceptable* rating, TEA will follow up with the district to determine if the campus truly closed or if the number was changed to avoid TEA actions to address its poor performance.

Analyses to screen for the inappropriate use of new campus numbers are part of *System Safeguards*, below. TEA's PEIMS Division can assist in establishing new or retiring old campus numbers. For TEA contact information, see *Appendix G – Contacts*.

## PUBLIC DISCUSSION OF RATINGS

Each campus site-based decision-making committee shall hold at least one public meeting annually after the receipt of the annual campus accountability rating for the purpose of discussing the performance of the campus and the campus performance objectives [TEC §11.253 (g)]. The confidentiality of the performance results should be evaluated before considering public release of the data table. Data have been masked to protect confidentiality of individual student results on the data tables available on the TEA public website.

## ACADEMICALLY UNACCEPTABLE

If a district or campus is rated *Academically Unacceptable* or *AEA: Academically Unacceptable*, the board of trustees must notify property owners and parents in the district of the rating, the improvements in performance expected by the Texas Education Agency, and the sanctions that may be imposed if the performance does not improve [TEC §39.073 (d)].

Boards of trustees should attempt to comply with the statute in the most efficient ways possible. Where meetings and hearings required by various statutes can be combined, it is appropriate to do so.

TEA's Division of Program Monitoring and Interventions handles all inquiries regarding the interventions that take place when a campus or district is rated *Academically Unacceptable* or *AEA: Academically Unacceptable*. For more information, contact this division at [PMIdivision@tea.state.tx.us](mailto:PMIdivision@tea.state.tx.us) or by phone at (512) 463-9414.

## COMPLEMENTARY LOCAL ACCOUNTABILITY SYSTEMS

Although the statewide accountability system has been designed to address the guiding principles articulated in the *Introduction*, it is not a comprehensive system of performance evaluation. Communities across Texas have varied needs and goals for the school districts educating their students. Local systems of accountability can best address those priorities.

Districts are encouraged to develop their own complementary local accountability systems to plan for continued student performance improvement. Such systems are entirely voluntary and for local use only. Performance on locally-defined indicators does not affect the ratings determined through the statewide system.

Examples of locally-defined indicators include:

- level of parent participation;
- progress on locally administered assessments;
- progress on goals identified by campus improvement plans;
- progress compared to other campuses in the district;
- progress on professional development goals; and
- school safety measures.

As a different approach, districts may choose to expand the state-designated accountability ratings. For example, they may wish to further differentiate among campuses rated *Academically Acceptable* or *AEA: Academically Acceptable*.



A third approach might be to examine those base indicators, both currently in use and planned for implementation, that fall short of local expectations. Additional performance measures could be constructed to track efforts to improve performance in those areas.

Regardless of the strategy chosen, local accountability systems should be designed to serve the needs of the local community and to improve performance for all students.

## System Safeguards

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System safeguards are those activities conducted by TEA to ensure the integrity of the system. These help protect the system from purposeful manipulation as well as from the use of data of such poor quality—whether intentional or not—that no reliable rating can be determined.

These analyses include, but are not limited to, an audit of leaver data; examination of assessment data including data attributed to JJAEPs and/or DAEPs; and review of the issuance of new campus identification numbers. If these or any other analyses raise cause for concern, TEA will follow up with the district.

All TEA-conducted safeguards are incorporated into the Performance-Based Monitoring (PBM) system and include data integrity monitoring. PBM is part of an overall framework for program monitoring and interventions developed in response to legislation passed in 2003. New strategies for monitoring are data-driven with interventions designed to improve performance and program effectiveness where on-site review is the intervention of last resort. As a result of PBM activities, sanctions may be imposed.

## Sanctions

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Sanctions describe the consequences that can occur as a result of:

- problems identified through the application of system safeguards;
- unacceptable performance; or,
- on-site investigations authorized under the Texas Education Code (TEC).

## GENERAL INTERVENTIONS

A number of steps may be taken in response to identified concern(s) based on the nature and severity of the problem(s) identified. The Commissioner of Education has the authority to take action under TEC §39.131 and TEC §39.132, *Sanctions for Districts* and *Sanctions for Campuses*, respectively. These sections of statute list sanctions in order of severity, ranging from requiring the district to issue public notice of the deficiency to the board of trustees to appointing a management team (district) or special campus intervention team (campus).

If a district or campus receives the lowest rating for two consecutive years or more, the level of state intervention increases and includes possible closure or annexation (district) or reconstitution (campus). The 2002 and 2004 ratings are considered to be consecutive years since no new ratings were issued during the 2003 transition year.

Ratings remain in effect for one complete school year following the issuance of the rating. For example, the 2005 ratings issued in August 2005 remain in effect until new ratings are issued the following August. This also applies to a rating lowered during a school year based

on a special accreditation investigation—the final rating remains in effect until a subsequent rating is issued. Any sanctions that require a rating for a period of one year or more may be imposed immediately upon the issuance of a final rating for a given school year. A sanction that requires a rating for a period of two or more years may be imposed immediately upon the issuance of a final rating for the second consecutive year.

## **LOWERING A RATING**

Additionally, TEC §39.074 and §39.075 authorize the Commissioner of Education to lower a campus and/or district accountability rating. Lowering an accountability rating is typically not the first action taken in response to a problem. However, if other actions are not successful in correcting the problem, a district is unresponsive, or the severity of the problem warrants, this is an option available to the Commissioner. If the Commissioner determines that a change in rating is appropriate, the district is notified in writing.

## **DATA INTEGRITY ISSUES**

A rating can also be changed to *Not Rated: Data Integrity Issues*. This rating is used in the rare situation where the accuracy and/or integrity of performance results have been compromised and it is not possible to assign a rating based on the evaluation of performance. This label may be assigned temporarily pending an on-site investigation, or may be assigned as the final rating label for the year. This rating label is not equivalent to an *Academically Unacceptable* rating. The Commissioner of Education has the authority to assign an *Academically Unacceptable* rating for data quality issues, as described above in *Lowering a Rating*. All districts and campuses with a final rating label of *Not Rated: Data Integrity Issues* are automatically subject to desk audits the following year.

## **TIMING**

System safeguard activities can occur either before or after the ratings release. Sanctions can be imposed at any time. To the extent possible, ratings for the year are finalized when updated ratings are released following the resolution of appeals (in 2005 the update is scheduled for late October). A rating change resulting from an imposed sanction will stand as the final rating for the year.

## **PUBLIC EDUCATION GRANT PROGRAM**

In 1995, the Texas Legislature created the Public Education Grant (PEG) program [TEC §§29.201 - 29.205]. The PEG program permits parents with children attending campuses that are on the PEG list to transfer their children to other campuses. A list of campuses identified under the PEG criteria is generated and transmitted to districts annually. Districts must notify each parent of a student in the district assigned to attend a campus on the PEG list by February 1. In December 2005 the list of 2006-07 PEG campuses will be transmitted. This list will identify campuses at which 50 percent or more of the students did not pass TAKS in any two of the preceding three years (2003, 2004, or 2005) **or** that were rated *Academically Unacceptable* in either 2004 or 2005.

## Rewards

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### STATUTORY AWARDS PROGRAMS

Statute provides monetary rewards for high performance or improvement. The Texas Successful Schools Award System (TSSAS) provides monetary awards to campuses [TEC Chapter 39, Subchapter E]. In 2003, the Texas Legislature did not appropriate funds for this program for the 2004/2005 biennium.

Another statutory awards program, the Performance Incentive Program (PIP), rewards the principals of campuses demonstrating performance gains [TEC §21.357]. This program was not funded for the 2004/2005 biennium.

### EXCELLENCE EXEMPTIONS

*Texas Education Code* §39.112 automatically exempts districts and campuses rated *Exemplary* from some statutes and rules. The exemptions remain in effect until the Commissioner of Education determines that achievement levels of the district or campus have declined, or the district or campus rating changes.

Statute lists a number of areas in law and regulation to which the exemption does not apply. These include criminal behavior, due process, federal and state program requirements, the curriculum essential skills and knowledge, public school accountability, extracurricular activities, and employee rights and benefits. (See TEC §39.112 for a complete list.) Under specific circumstances the Commissioner may exempt a campus from class size limits for elementary grades.



## Chapter 18 – Calendar

Dates significant to the accountability system are listed below. Key dates directly related to accountability are bold. To the extent possible, descriptions of how products will be released (via mail or web-only) are provided. The fourth column shows whether the date applies to standard procedures, AEA procedures, or both.

Due to unforeseen circumstances, the calendar dates listed in this chapter may be modified at a later time.

Year	Date	Activity	Standard or AEA
<b>2004</b>	June 24	PEIMS submission 3 due (2003-04 Attendance)	Both
	July 22	Last date for districts with traditional calendars to resubmit changes and corrections to 2003-04 PEIMS submission 3	Both
	September 10	Last date for districts with year-round calendars to resubmit changes and corrections to 2003-04 PEIMS submission 3	Both
	October 29	Snapshot date for enrolled students (2004-05 PEIMS submission 1)	Both
	December 9	2004-05 PEIMS submission 1 due (includes 2003-04 Leavers; 2004-05 Enrollment)	Both
	December 15	TEA notifies districts of 2003-04 campuses identified under Public Education Grant (PEG) Program criteria (not applicable to charters or registered AECs)	Standard
<b>2005</b>	<b>January – March</b>	<b>Development of 2005 state accountability system</b>	Both
	January 20	Last date to resubmit changes and corrections to 2004-05 PEIMS submission 1	Both
	February 1	Districts notify parents of students in campuses identified under PEG criteria that they are eligible for transfer in 2005-06 (not applicable to charters or registered AECs)	Standard
	February 22	TAKS reading (grade 9); TAKS English language arts (grades 10 & 11); TAKS writing (grades 4 & 7); SDAA II writing (grades 4 & 7)	Both
	February 23	TAKS reading (grades 3 & 5); SDAA II reading (grade 9); SDAA II English language arts (grade 10)	Both
	March 11	Districts receive TAKS reading results (grades 3 and 5) from testing contractor	Both
	<b>Late March</b>	<b>Campuses paired for accountability</b>	Standard
	<b>April 1</b>	<b>Commissioner’s final decisions for 2005 accountability system are posted online</b>	Both
	April 5	TAKS mathematics (grade 5 )	Both

Year	Date	Activity	Standard or AEA
<b>2005</b> (cont.)	April 19	TAKS mathematics (grades 3 & 4, 6-8 & 10); SDAA II mathematics (grades 3-10)	Both
	April 20	TAKS reading (grades 3 & 5 retest, grades 4, 6-8); TAKS mathematics (grade 11); SDAA II reading (grades 3-8)	Both
	April 21	TAKS science (grade 5); TAKS mathematics (grade 9); TAKS social studies (grades 8, 10 & 11)	Both
	April 22	TAKS science (grades 10 & 11)	Both
	<b>May 3</b>	<b>TEA contacts charters that have the option to be evaluated under 2005 AEA procedures</b>	AEA
	May 6–13	Districts receive TAKS and SDAA II results for all subjects, all grades from testing contractor	Both
	May 17	TAKS mathematics (grade 5 retest)	Both
	<b>May 17</b>	<b>Due date for responses from charters that have the option to be evaluated under 2005 AEA procedures</b>	AEA
	<b>Early June</b>	<b>2005 Accountability Manual published (web only)</b>	Both
	<b>June 16</b>	<b>Districts receive confidential dropout and completion lists and rates from TEA (via TEASE)</b>	Both
	June 23	2004-05 PEIMS submission 3 due (2004-05 Attendance)	Both
	July 21	Last date for districts with traditional calendars to resubmit changes and corrections to 2004-05 PEIMS submission 3	Both
	<b>Late July</b>	<b>Districts receive confidential preview data tables from TEA (via TEASE)</b>	Both
	<b>Late July</b>	<b>TEA begins accepting ratings appeals</b>	Both
	<b>August 1*</b>	<b>TEA issues district and campus accountability ratings</b>	Both
	<b>August 5</b>	<b>2006 alternative education campus (AEC) registration process begins</b>	AEA
	<b>August 19</b>	<b>Last day to appeal 2005 state accountability ratings</b>	Both
	<b>August 31</b>	<b>2006 AEC registration process closes</b>	AEA
	September 9	Last date for districts with TEA-approved year-round calendars to resubmit 2004-05 PEIMS submission 3	Both
	<b>Late October</b>	<b>Final ratings release—after resolution of all appeals (via web only)</b>	Both
	<b>Late October</b>	<b>TEA issues 2005 Gold Performance Acknowledgments (GPA)</b>	Standard

\* The public release of district and campus ratings will be posted online during the afternoon of August 1<sup>st</sup>. Districts will have access to their list of district and campus ratings on the TEASE Accountability site earlier that day. ESCs will receive a listing showing the district and campus ratings for the districts in their region via overnight mail. Final masked data tables will be available on the TEA public website.

Year	Date	Activity	Standard or AEA
<b>2005 (cont.)</b>	October 28	Snapshot date for enrolled students (2005-06 PEIMS submission 1)	Both
	<b>Late November</b>	<b>TEA releases 2004-05 AEIS reports to district superintendents (via TEASE)</b>	Both
	<b>Early December</b>	<b>Release of 2004-05 AEIS reports on public website</b>	Both
	<b>Early December</b>	<b>TEA notifies districts of 2004-05 campuses identified under PEG criteria (via mail) (not applicable to charters or registered AECs)</b>	Standard
	December 8	2005-06 PEIMS submission 1 due (includes 2004-05 Leavers and 2005-06 Enrollment)	Both
	<b>Mid-December</b>	<b>TEA releases 2004-05 School Report Cards</b>	Both
<b>2006</b>	<b>January – March</b>	<b>Development of 2006 state accountability system</b>	Both
	February 1	Districts notify parents of students in campuses identified under PEG criteria that they are eligible for transfer in 2006-07 (not applicable to charters or registered AECs)	Standard
	January 19	Last date to resubmit changes and corrections to 2005-06 PEIMS submission 1	Both
	February 21	TAKS reading (grades 3, 5 & 9), TAKS English language arts (grades 10 & 11), TAKS writing (grades 4 & 7); SDAA II writing (grades 4 & 7)	Both
	February 22	SDAA II reading (grade 9), SDAA II English language arts (grade 10)	Both
	March 10	Districts receive TAKS reading results (grades 3 & 5) from testing contractor	Both
	<b>Late March</b>	<b>Campus pairing process begins</b>	Standard
	<b>Late March</b>	<b>Charters that have the option to be evaluated under 2006 AEA procedures are contacted</b>	AEA
	April 4	TAKS mathematics (grade 5)	Both
	<b>Early April</b>	<b>Due date for responses from charters that have the option to be evaluated under 2006 AEA procedures</b>	AEA
	April 18	TAKS mathematics (grades 3, 4, 6, 7, 8, 10); SDAA II mathematics (grades 3-10)	Both
	April 19	TAKS reading (grades 3 & 5 retest, grades 4, 6-8); TAKS mathematics (grade 11); SDAA II reading (grades 3-8)	Both
	April 20	TAKS science (grades 5, 8, 10 & 11); TAKS mathematics (grade 9)	Both
	April 21	TAKS social studies (grades 8, 10 & 11);	Both

Year	Date	Activity	Standard or AEA
<b>2006 (cont.)</b>	<b>Late April</b>	<b>Campus pairing process closes</b>	Standard
	May 12	Districts receive TAKS and SDAA II results for all subjects, all grades from testing contractor	Both
	May 16	TAKS mathematics (grade 5 retest)	Both
	<b>May</b>	<b>2006 Accountability Manual published (web only)</b>	Both
	<b>June</b>	<b>Districts receive confidential dropout and completion lists and rates from TEA (via TEASE)</b>	Both
	<b>Mid – July</b>	<b>Districts receive confidential preview data tables from TEA (via TEASE)</b>	Both
	<b>August 1</b>	<b>Release of 2006 accountability ratings</b>	Both
	<b>August</b>	<b>2007 AEC registration process</b>	AEA
	<b>August</b>	<b>2006 state accountability ratings appeals process (Date for appeals deadline TBD)</b>	Both
	<b>October</b>	<b>Final ratings release—after resolution of all appeals</b>	Both
	<b>October</b>	<b>TEA issues 2006 Gold Performance Acknowledgments</b>	Standard
	<b>November</b>	<b>TEA releases 2005-06 AEIS reports</b>	Both
	<b>December</b>	<b>TEA notifies districts of 2005-06 campuses identified under PEG criteria (not applicable to charters or registered AECs)</b>	Standard
	<b>December</b>	<b>TEA releases 2005-06 School Report Cards</b>	Both



**The 2005 Accountability Rating System  
for Texas Public Schools and School Districts**

# Appendices

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## Appendix A – Texas Administrative Code

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Beginning in 2000, a portion of the *Accountability Manual* has been adopted on an annual basis as a commissioner rule. With the publication of this *Manual*, the Texas Education Agency will file a Commissioner Rule amendment to 19 *Texas Administrative Code* §97.1001, *Accountability Rating System* with the Office of the Secretary of State. This rule will adopt the *2005 Accountability Manual, Chapters 2-6, 9, 11-13, 16, and 17*, thus giving legal standing to the rating process and procedures.

Allowing for a 30 day comment period, final adoption should occur in September 2005. If any changes result from this rule adoption process, then educators will be notified as soon as possible.

The proposed rule is provided below:

### **Chapter 97. Planning and Accountability**

#### **Subchapter AA. Accountability and Performance Monitoring**

##### **§97.1001. Accountability Rating System.**

- (a) The rating standards established by the commissioner of education under Texas Education Code (TEC), §39.051(c) and (d), shall be used to evaluate the performance of districts, campuses, and charter schools. The indicators, standards, and procedures used to determine ratings under both standard and alternative education accountability (AEA) procedures will be annually published in official Texas Education Agency publications. These publications will be widely disseminated and cover the following procedures:
  - (1) indicators, standards, and procedures used to determine district ratings;
  - (2) indicators, standards, and procedures used to determine campus ratings;
  - (3) indicators, standards, and procedures used to determine acknowledgment on Additional Indicators; and
  - (4) procedures for submitting a rating appeal.
- (b) The standard and alternative procedures by which districts and campuses are rated and acknowledged for 2005 are based upon specific criteria and calculations, which are described in excerpted sections of the *2005 Accountability Manual*, dated June 2005, provided in this subsection.

Figure: 19 TAC §97.1001(b)

- (c) Ratings may be revised as a result of investigative activities by the commissioner as authorized under TEC, §39.074 and §39.075.
- (d) The specific criteria and calculations used in the accountability manual are established annually by the commissioner of education and communicated to all school districts and charter schools.
- (e) The specific criteria and calculations used in the annual accountability manual adopted for school years prior to 2005-06 remain in effect for all purposes, including accountability, data standards, and audits, with respect to those school years.

## Appendix B – Texas Education Code

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The 2005 Accountability Rating System for Texas Public Schools and School Districts was developed based on statutory mandates of the Texas Legislature. The majority of the relevant legislation is contained in *TEC Chapter 39. Public School System Accountability*. Below is a table of contents of the sections in Chapter 39. The full text as well as the rest of the Texas Education Code is available on the state website at:

**<http://www.capitol.state.tx.us/statutes/edtoc.html>**

### Chapter 39. Public School System Accountability

#### Subchapter A. *Reserved for expansion.*

#### Subchapter B. Assessment of Academic Skills

- Sec. 39.021 Essential Skills and Knowledge
- Sec. 39.022 Assessment Program
- Sec. 39.023 Adoption and Administration of Instruments
- Sec. 39.0231 Reporting of Results of Certain Assessments.
- Sec. 39.024 Satisfactory Performance
- Sec. 39.025 Exit-Level Performance Required
- Sec. 39.026 Local Option
- Sec. 39.027 Exemption
- Sec. 39.028 Comparison of State Results to National Results
- Sec. 39.029 Migratory Children
- Sec. 39.030 Confidentiality; Performance Reports
- Sec. 39.031 Cost
- Sec. 39.032 Assessment Instrument Standards; Civil Penalty
- Sec. 39.033 Voluntary Assessment of Private School Students

#### Subchapter C. Performance Indicators

- Sec. 39.051 Academic Excellence Indicators
- Sec. 39.052 Campus Report Card
- Sec. 39.053 Performance Report
- Sec. 39.054 Uses of Performance Report
- Sec. 39.055 Annual Audit of Dropout Records; Report

#### Subchapter D. Accreditation Status

- Sec. 39.071 Accreditation.
- Sec. 39.072 Accreditation Standards
- Sec. 39.0721 Gold Performance Rating Program
- Sec. 39.073 Determining Accreditation Status
- Sec. 39.074 On-Site Investigations
- Sec. 39.075 Special Accreditation Investigations
- Sec. 39.076 Conduct of Investigations

Subchapter E. Successful School Awards

- Sec. 39.091 Creation of System
- Sec. 39.092 Types of Awards
- Sec. 39.093 Awards
- Sec. 39.094 Use of Awards
- Sec. 39.095 Funding
- Sec. 39.096 Confidentiality

Subchapter F. Additional Rewards

- Sec. 39.111 Recognition and Rewards
- Sec. 39.112 Excellence Exemptions

Subchapter G. Accreditation Sanctions

- Sec. 39.131 Sanctions For Districts.
- Sec. 39.132 Sanctions For Campuses
- Sec. 39.133 Annual Review
- Sec. 39.134 Costs Paid By District
- Sec. 39.135 Conservator Or Management Team
- Sec. 39.136 Board of Managers
- Sec. 39.137 Special Campus Intervention Team
- Sec. 39.138 Immunity From Civil Liability

Subchapter H. Reports By Texas Education Agency

- Sec. 39.181 General Requirements
- Sec. 39.182 Comprehensive Annual Report
- Sec. 39.183 Regional and District Level Report
- Sec. 39.184 Technology Report
- Sec. 39.185 Interim Report

Subchapter I. Financial Accountability

- Sec. 39.201 Definitions
- Sec. 39.202 Development and Implementation
- Sec. 39.203 Reporting
- Sec. 39.204 Rules

## Appendix C – Comparison of State and Federal Systems

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In addition to the state accountability system, which is mandated by the Texas legislature, there is also a federal system of public school accountability. Although the state system has been in place since 1993, the accountability provisions in the federal No Child Left Behind (NCLB) Act were first applied to the Texas public schools in 2003. That year, campuses, districts and the state were evaluated for Adequate Yearly Progress (AYP) for the first time. Texas campuses and districts must meet the federally defined requirements of AYP in order to continue receiving essential federal funding.

The purpose of this appendix is to provide details comparing the state accountability system to the federal (AYP) system. Though there are some similarities and elements in common between the two, there are significant differences. For complete details about the federal system, see the *2005 AYP Guide*. The *Guide* as well as other information about AYP can be found at the AYP website at <http://www.tea.state.tx.us/ayp/index.html>.

### SYSTEMS ALIGNED

The state accountability system and the AYP procedures, mandated by the U.S. Department of Education, are aligned to the greatest extent possible.

- *Release Date.* The release dates for the preliminary state accountability ratings and preliminary AYP status are scheduled to occur prior to the start of the 2005-06 school year.
- *Labels.* The final 2005 AYP status will include the final 2005 state accountability ratings for both standard and AEA procedures. These labels will appear for both Title I and non-Title I campuses and districts.
- *Appeals Process.* The appeals processes for state ratings and AYP status are aligned to the extent possible. See *Chapter 16 – Appealing the Ratings* of this *Manual* and the *2005 AYP Guide* for more information.
- *Final Ratings Release.* Post-appeals state ratings and AYP status may be released concurrently in the future, but not in 2005.

### COMPARISON

The following two tables provide comparisons of the state and federal systems. *Table 21* contains a side-by-side comparison of the indicators, restrictions, requirements, and source data for both systems.

*Table 22* is oriented by grade level. With this table, the grades offered by a campus can be isolated and the different uses of the various indicators can be compared. For example, a grade 3-5 campus is evaluated in both the state and federal systems on TAKS reading/ELA, mathematics, and SDAA II, although AYP evaluates more student groups for each of these indicators. In a grade 3-5 campus, its AYP status also depends on attendance and participation indicators, while its state rating is also based on TAKS writing and science results.

**Table 21: Comparison of State and Federal Accountability (AYP) by Indicator**

TAKS		State Accountability	AYP
Subjects & Standards		Reading/ELA* ..... Exemplary 90% / Recognized 70% / Acceptable 50% Mathematics* ..... Exemplary 90% / Recognized 70% / Acceptable 35% Writing ..... Exemplary 90% / Recognized 70% / Acceptable 50% Social Studies ..... Exemplary 90% / Recognized 70% / Acceptable 50% Science ..... Exemplary 90% / Recognized 70% / Acceptable 25% All values rounded to whole numbers. *Includes cumulative pass rate for grades 3 and 5 mathematics.	Reading/ELA* ..... Meets AYP 53% Mathematics* ..... Meets AYP 42%
			All values rounded to whole numbers. *Includes cumulative pass rate for grades 3 and 5 reading and grade 5 mathematics.
Grades		3–11 (English); 3–6 (Spanish)	3–8, and 10 (English); 3–6 (Spanish)
Student Groups		All Students	All Students
		African American Hispanic White Economically Disadvantaged	African American Hispanic White Economically Disadvantaged Special Education Limited English Proficient (LEP)
Minimum Size		All Students ..... Any (Special Analysis if small) Student Groups ..... 30/10%/50	All Students ..... Any (Special Analysis if small) Student Groups ..... 50/10%/200
Improvement		To Acceptable: Has enough gain to meet Acceptable standard in 2 years. To Recognized: At 65% - 69% and has gain to meet 70% standard in 2 years.	10% decrease in percent not passing and at least 0.1% improvement on "other measure."
Pairing		Paired with feeder campus (or district).	Paired with feeder campus (or district).
<b>SDAA II</b>			
Subjects & Standards		Reading + Mathematics + Writing Exemplary 90% / Recognized 70% / Acceptable 50% Number "met expectations" summed across grades and subjects. Results rounded to whole numbers.	SDAA II (grades 3-8 and 10 only) is combined with TAKS and other assessments by subject for performance and participation. See TAKS (above) for standards, subjects, and groups.
Grades		3-10	
Student Groups		All Students only	
Minimum Size		All Students ..... At least 30 tests in denominator Student Groups ..... N/A	Note: there is a cap on the percentage of students who can be counted as <i>proficient</i> based on alternative assessment results (i.e. SDAA II, and LDAA).
Improvement		N/A: First year of SDAA II results.	
Pairing		N/A: No pairing for SDAA II.	



**Table 21: Comparison of State and Federal Accountability (AYP) by Indicator (continued)**

State Accountability		AYP
Other Assessment Indicators		
RPTE and LEP Math	N/A: Indicator not evaluated.	Combined with TAKS and SDAA II results (by subject for students not tested on TAKS or SDAA II) for Performance and Participation.
LDAA		
Additional Assessment Features		
Mobility Adjustment	District and campus accountability subsets used.	District and campus accountability subsets used.
Exceptions	Allowed for up to 3 of the 26 TAKS and SDAA II measures depending on the number of assessment measures evaluated.* * Only used to move to Acceptable; must be within 5 percentage points of Acceptable standard; other conditions apply.	N/A
Attendance Rate		
Standard	N/A: Used only for Gold Performance Acknowledgment (for grades 1-12).	Meets AYP ..... 90.0% “Other Measure” for elementary and middle schools. All values rounded to one-tenth.
Student Groups		All Students only
Minimum Size		All Students.... 7,200 (40 students x 180 days) Student Groups* .....50/10%/200 * Student groups used only for performance gain.
Improvement		At least 0.1% improvement.
Completion Rate (grades 9-12)		
Standards	Grads+cont+GED .... Exemplary 95.0%/Recognized 85.0%/Acceptable 75.0% All values rounded to one-tenth.	Graduate component only ..... 70.0% “Other Measure” for high schools and districts. All values rounded to one-tenth.
Student Groups	All Students African American Hispanic White Economically Disadvantaged	All Students only
Minimum Size	All Students..... At least 5 non-completers and 10 in denominator Student Groups ..... At least 5 non-completers and 30/10%/50 in denominator	All Students .....At least 40 in denominator Student Groups* ..... 50/10%/200 * Student groups used only for performance gain.
Improvement	To Acceptable: Has gain to meet 75.0% standard in 2 years To Recognized: At 80.0% - 84.9% and has gain to meet 85% standard in 2 years Minimum Size (All Students and groups): At least 10 in prior year	At least 0.1% improvement
High School w/o completion rate	District completion rate used.	N/A: Indicator not evaluated.

**Table 21: Comparison of State and Federal Accountability (AYP) by Indicator (continued)**

State Accountability		AYP
<b>Annual Dropout Rate (grades 7-8)</b>		
Standards	Grades 7-8 ..... Exemplary 0.2% / Recognized 0.7% / Acceptable 1.0% <i>All values rounded to one-tenth.</i>	
Student Groups	All Students African American Hispanic White Economically Disadvantaged	
Minimum Size	All Students ..... At least 5 dropouts and 10 in denominator Student Groups ..... At least 5 dropouts and 30/10%/50 in denominator	
Improvement	<ul style="list-style-type: none"> <li>To <i>Acceptable</i>: Has declined to meet 1.0% standard in 2 years.</li> <li>To <i>Recognized</i>: At 0.8% - 0.9% and has declined to meet 0.7% standard in 2 years.</li> <li>Minimum Size (All Students and groups): At least 10 in prior year.</li> </ul>	N/A: Indicator not evaluated.
Middle School w/o dropout rate	N/A: Indicator not evaluated.	
<b>Participation Rate: Reading &amp; Mathematics</b>		
Standard		Tested at campus/district ..... 95% <i>All values rounded to whole numbers.</i>
Student Groups	N/A: Indicator not evaluated. Monitoring interventions may occur with excessive exemptions.	All Students African American Hispanic White Economically Disadvantaged Special Education Limited English Proficient (LEP)
Minimum Size		All Students ..... At least 40 in denominator Student Groups ..... 50/10%/200
<b>Other Campus and District Situations</b>		
Registered Alternative Education Campuses	Rated under new Alternative Education Accountability (AEA) Procedures.	Evaluated under same criteria as regular campuses.
Charter Operators	Evaluated under same criteria as regular districts.* * <i>Charter Operators may be rated under AEA Procedures.</i>	Evaluated under same criteria as regular campuses.
Charter Schools	Evaluated under same criteria as regular campuses. ( <i>Charter schools are not paired.</i> )	Evaluated under same criteria as regular campuses.
New Campuses	All campuses (established or new) are rated.	N/A: Not evaluated.
Additional District Requirements	<ul style="list-style-type: none"> <li>Must have no <i>Unacceptable</i> campuses to be <i>Exemplary</i> or <i>Recognized</i>.</li> <li>Must meet Underreported Student standards to be <i>Exemplary</i> or <i>Recognized</i>.</li> </ul>	No additional district requirements.

**Table 22: Grade Level Comparison of State and Federal Accountability**

		Reading ELA	Math	Writing	Social Studies	Science	SDAA II	HS Completion	Dropout	Attendance	Participation	
											Read/ELA	Math
Grade 1*	All Students									AYP		
	AA/H/W/ED*											
	Special Ed & LEP											
Grade 2*	All Students									AYP		
	AA/H/W/ED*											
	Special Ed & LEP											
Grade 3	All Students	AYP/State	AYP/State				AYP/State			AYP	AYP	AYP
	AA/H/W/ED*	AYP/State	AYP/State				AYP				AYP	AYP
	Special Ed & LEP	AYP	AYP				AYP				AYP	AYP
Grade 4	All Students	AYP/State	AYP/State	State			AYP/State			AYP	AYP	AYP
	AA/H/W/ED*	AYP/State	AYP/State	State			AYP				AYP	AYP
	Special Ed & LEP	AYP	AYP				AYP				AYP	AYP
Grade 5	All Students	AYP/State	AYP/State			State	AYP/State			AYP	AYP	AYP
	AA/H/W/ED*	AYP/State	AYP/State			State	AYP				AYP	AYP
	Special Ed & LEP	AYP	AYP				AYP				AYP	AYP
Grade 6	All Students	AYP/State	AYP/State				AYP/State			AYP	AYP	AYP
	AA/H/W/ED*	AYP/State	AYP/State				AYP				AYP	AYP
	Special Ed & LEP	AYP	AYP				AYP				AYP	AYP
Grade 7	All Students	AYP/State	AYP/State	State			AYP/State		State	AYP	AYP	AYP
	AA/H/W/ED*	AYP/State	AYP/State	State			AYP		State		AYP	AYP
	Special Ed & LEP	AYP	AYP				AYP				AYP	AYP
Grade 8	All Students	AYP/State	AYP/State		State		AYP/State		State	AYP	AYP	AYP
	AA/H/W/ED*	AYP/State	AYP/State		State		AYP		State		AYP	AYP
	Special Ed & LEP	AYP	AYP				AYP				AYP	AYP
Grade 9	All Students	State	State				State	State				
	AA/H/W/ED*	State	State				State	State				
	Special Ed & LEP											
Grade 10	All Students	AYP/State	AYP/State		State	State	AYP/State	State			AYP	AYP
	AA/H/W/ED*	AYP/State	AYP/State		State	State	AYP	State			AYP	AYP
	Special Ed & LEP	AYP	AYP				AYP				AYP	AYP
Grade 11	All Students	State	State		State	State		State				
	AA/H/W/ED*	State	State		State	State		State				
	Special Ed & LEP											
Grade 12*	All Students							AYP/State				
	AA/H/W/ED*							State				
	Special Ed & LEP											

\* AA/H/W/ED refers to the student groups African American, Hispanic, White, and Economically Disadvantaged.

\*\* High School Completion is defined differently for AYP: Under AYP, the Graduate component of the Completion Rate II is used, which includes only diploma recipients. Differences also exist between the two systems in the treatment of secondary schools without their own completion data.

† Schools are paired when they do not have grades tested. The use of paired data differs between the two systems.

‡ Performance on TAKS reading/ELA and math include slightly different groups of students for AYP: Minimum size for student groups in AYP is 50/10%/200; for state accountability it is 30/10%/50.

§ Performance on SDAA II is used differently for AYP: Under AYP, SDAA II performance is combined with TAKS performance. In the state system, SDAA II is evaluated as a separate indicator.



## Appendix D – Data Sources

This appendix provides data sources for the indicators used in the state accountability system, including those used to assign Gold Performance Acknowledgments (GPA). The information is arranged alphabetically by indicator name.

For each indicator, the *Methodology* section shows the source for the numerator and denominator. *Student Demographics* shows the sources for the demographics used to disaggregate the "All Students" totals into the various student groups used in the accountability system. *Other Information* presents unique topics affecting each indicator.

The primary sources for all data used in the state accountability system are the Public Education Information Management System (PEIMS) data collection, the various assessment companies, and the General Educational Development (GED) data file. *Tables 23, 24, and 25* describe these data sources in detail. The terms provided in these tables are referenced within the indicator discussion.

**Table 23: Assessments Used in Accountability**

Organization Name	Description
ACT, Inc.	The ACT, Inc. annually provides the agency with the ACT participation and performance data of graduating seniors from Texas public schools. Only one record is sent per student. If a student takes an ACT test more than once, the agency receives the record for the most recent examination taken. The ACT data as of the May administration is used in creating the SAT/ACT indicator.
College Board	The College Board annually provides the agency with the SAT participation and performance data of graduating seniors from Texas public schools. Only one record is sent per student. If a student takes a SAT test more than once, the agency receives the record for the most recent examination taken. The SAT data as of the May administration is used in creating the SAT/ACT indicator. In addition, the College Board provides the agency with the Advanced Placement (AP) examination results of Texas public school students each year. The AP data as of the May administration is used in creating the AP/IB indicator.
International Baccalaureate Organization (IBO)	The International Baccalaureate Organization provides the agency with the International Baccalaureate (IB) examination results of Texas public school students each year. The IB data as of the May administration is used in creating the AP/IB indicator.
Pearson Educational Measurement	Pearson Educational Measurement is the contractor for the Texas Assessment of Knowledge and Skills (TAKS) and State-Developed Alternative Assessment II (SDAA II). After each test administration, the Student Assessment Division receives student-level TAKS and SDAA II data from Pearson.
TEA's General Educational Development (GED) Data File	A TEA data file containing information about student performance on the GED tests is maintained by the Division of High School Completion and Student Support. Unlike the information in most other TEA data files, which is reported annually, receipt of a GED certificate is reported as soon as the test is scored as passing. Candidates take GED tests at centers throughout the state in school districts, colleges and universities, and education service centers. Tests are given year-round, and the results are transmitted electronically to the TEA.

**Table 24: PEIMS Record Types Used in Accountability**

<b>Record</b>	<b>Name</b>	<b>Description</b>	<b>Submission /Month</b>
101	Student Demographic/ Identification Data	Demographic/identification information about each student, including the student's ethnicity, gender, date of birth, and migrant status.	1 <sup>st</sup> /October, 3 <sup>rd</sup> /June
110	Student Enrollment Data	Enrollment information about each student, including the student's grade, economically disadvantaged status, at risk status, and indicators of the special programs in which the student participates.	1 <sup>st</sup> /October
203	Leaver Data	Information about all students served in grades 7-12 in the prior (2003-04) school year who did not continue in enrollment in the same district the following fall. Leavers are students who graduated, dropped out, or left school for other non-dropout reasons, such as transferred to another public school district. This record contains last campus of enrollment, special education indicator, the leaver reason, and additional information for graduates.	1 <sup>st</sup> /October
400	Basic Attendance Data	Information about each student for each of the six, six-week attendance reporting periods in the year. For each student, for each six-week period, districts report grade level, number of days taught, days absent, and total eligible and ineligible days present and selected special program information.	3 <sup>rd</sup> /June
405	Special Education Attendance Data	Information about each student served through the special education program. For each student, for each six-week period, districts report grade-level and also instructional-setting codes.	3 <sup>rd</sup> /June
415	Course Completion Data	Information about each student who was in membership in grades 9-12 and who completed at least one state-approved course during the school year. This record contains campus of enrollment, course sequence, pass/fail credit indicator, and dual credit indicator.	3 <sup>rd</sup> /June

**Table 25: Student Demographics**

Trait	Description
Economic Status	<p>A student may be identified as economically disadvantaged by the district if he or she:</p> <ul style="list-style-type: none"> <li>meets eligibility requirements for: <ul style="list-style-type: none"> <li>the federal free or reduced price lunch programs;</li> <li>Title II of the Job Training Partnership Act (JTPA);</li> <li>Food Stamp benefits;</li> <li>Temporary Assistance to Needy Families (TANF) or other public assistance;</li> </ul> </li> <li>received a Pell grant or funds from other comparable state program of needs-based financial assistance; or</li> <li>is from a family with an annual income at or below the official federal poverty line.</li> </ul>
Ethnicity	<p>Districts assign student ethnicity from one of the following categories:</p> <ul style="list-style-type: none"> <li>American Indian or Alaskan Native (<i>not evaluated separately for accountability</i>)</li> <li>Asian or Pacific Islander (<i>not evaluated separately for accountability</i>)</li> <li>Black, not of Hispanic origin</li> <li>Hispanic</li> <li>White, not of Hispanic origin</li> </ul>
At Risk	<p>A student is identified as at risk of dropping out of school based on state-defined criteria (§TEC 29.081.) The statutory criteria for at risk status include each student who is under 21 years of age and who:</p> <ol style="list-style-type: none"> <li>was not advanced from one grade level to the next for one or more school years;</li> <li>is in grades 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;</li> <li>did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;</li> <li>is in prekindergarten, kindergarten or grades 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;</li> <li>is pregnant or is a parent;</li> <li>has been placed in an alternative education program in accordance with §TEC 37.006 during the preceding or current school year;</li> <li>has been expelled in accordance with §TEC 37.007 during the preceding or current school year;</li> <li>is currently on parole, probation, deferred prosecution, or other conditional release;</li> <li>was previously reported through the PEIMS to have dropped out of school;</li> <li>is a student of limited English proficiency, as defined by §TEC 29.052;</li> <li>is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;</li> <li>is homeless, as defined by 42 U.S.C. Section 11302 and its subsequent amendments; or</li> <li>resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.</li> </ol>
Special Education Status	<p>Special education status indicates the student is participating in a special education instructional and related services program or a general education program using special education support services, supplementary aids, or other special arrangements.</p>

## Opportunities for Data Correction

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### PEIMS

*General Data.* The PEIMS data collection system has a prescribed process and calendar for correcting errors or omissions discovered after the original submission. *The accuracy of all reports, whether they show ratings, acknowledgments, or recognitions is wholly dependent on the accuracy of the information submitted.* Districts are responsible for the accuracy of all their PEIMS data. Several mechanisms are in place to facilitate the collection of accurate data. First, all submitted data must pass an editor program before being accepted. In addition, districts can access various summary reports through the *Edit+* application to assist them in verifying the accuracy of their data prior to submission deadlines. For each submission, a resubmission window is provided so that districts have an opportunity to resubmit information if an error is detected. See the *PEIMS Data Standards* (available at [www.tea.state.tx.us/peims/standards/index.html](http://www.tea.state.tx.us/peims/standards/index.html)) for the appropriate year for more details about the correction windows and submission deadlines.

*Person Identification Database (PID) Updates.* PID changes have profound ramifications throughout the Texas public education data system. Year-to-year and collection-to-collection matching are dependent upon stable PID records. *PEIMS Data Standards* should be followed to insure that PID updates submitted by districts are processed properly. For information please see the edit process for PID, online at [www.tea.state.tx.us/peims/pid/index.html](http://www.tea.state.tx.us/peims/pid/index.html).

### ASSESSMENT DATA

*TAKS and SDAA II.* Demographic and scoring status information as entered on the answer document at the time of testing is used to determine the accountability subset for campus and district ratings. After the testing dates, districts are able to provide corrections to the test contractor and request corrected reports; however, those changes are not incorporated into the TAKS or SDAA II results used for determining accountability ratings or subsequent reports (e.g. AEIS and School Report Cards). That is, districts do not have the option to change student demographics, program participation, or score code status for purposes of accountability after test results are known. They have multiple opportunities to provide accurate information through their PEIMS submissions, pre-coding data files provided to the test contractor, and updates to the TAKS or SDAA II answer documents at the time of testing.

*SAT, ACT, AP, and IB.* The student taking the SAT, ACT, AP, or IB test identifies the school to which scores are attributed. Schools are encouraged to verify campus summary information on these tests immediately upon receipt. Discrepancies should be reported to the testing companies, not TEA. Once the testing companies finalize results for yearly summaries, subsequent corrections are not reflected in any national, state, district, or school results released.



## Indicator Data Sources

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### ADVANCED COURSE/DUAL ENROLLMENT COMPLETION

#### Methodology:

$$\frac{\text{number of students in grades 9 through 12} \\ \text{who received credit for at least one advanced course (from PEIMS 415)}}{\text{number of students in grades 9 through 12} \\ \text{who received credit for at least one course (from PEIMS 415)}}$$

**Year of Data:** 2003-04

#### Student Demographics:

	Economic Status	Ethnicity
Source	PEIMS 110	PEIMS 101
Date	October 2003	October 2003

#### Other Information:

- A list of courses designated as advanced is published each year in the *AEIS Glossary*.

### ADVANCED PLACEMENT/INTERNATIONAL BACCALAUREATE EXAM RESULTS

#### Methodology:

##### *Participation:*

$$\frac{\text{number of 11}^{\text{th}} \text{ and } 12^{\text{th}} \text{ graders taking} \\ \text{at least one AP or IB examination (from College Board and IBO)}}{\text{total non-special education students enrolled in 11}^{\text{th}} \text{ and } 12^{\text{th}} \text{ grades (from PEIMS 110)}}$$

##### *Performance:*

$$\frac{\text{number of 11}^{\text{th}} \text{ and } 12^{\text{th}} \text{ graders with} \\ \text{at least one score at or above the criterion score (from College Board and IBO)}}{\text{number of 11}^{\text{th}} \text{ and } 12^{\text{th}} \text{ graders with at least one AP or IB examination (from College Board and IBO)}}$$

**Year of Data:** 2003-04

#### Student Demographics:

	Economic Status	Ethnicity	Special Education Status
Source	n/a	PEIMS 101 (primary) College Board and IBO (secondary)	PEIMS 110
Date	n/a	October 2003, May 2004	October 2003

#### Other Information:

- Primary and Secondary Sources.* Secondary sources are used when the primary source does not contain a match for the ethnicity of every student.
- Special Education.* Those students reported as special education are removed from the count of grade 11 & 12 enrollees used in the denominator of the participation calculation.

## ANNUAL DROPOUT RATE

### Methodology:

$$\frac{\text{number of students designated as 'official' dropouts (from PEIMS 203)}}{\text{number of students who were in attendance at any time during the school year (from PEIMS 400)}}$$

**Year of Data:** 2003-04

### Student Demographics:

#### *Numerator*

	<b>Economic Status</b>	<b>Ethnicity</b>	<b>Grade</b>
<b>Source</b>	PEIMS 110 (primary) PEIMS 203 (secondary)	PEIMS 101 (primary) PEIMS 203 (secondary)	PEIMS 400
<b>Date</b>	October 2003 October 2004	June 2004 October 2004	June 2004

#### *Denominator*

	<b>Economic Status</b>	<b>Ethnicity</b>	<b>Grade</b>
<b>Source</b>	PEIMS 110	PEIMS 101 (primary) PEIMS 405 (secondary)	PEIMS 400
<b>Date</b>	October 2003	June 2004	June 2004

### Other Information:

- *Standard and AEA Procedures.* The same methodology is used for both standard and AEA procedures. However, only students in grades 7 and 8 (numerator and denominator) are used in determining standard ratings, while students in grades 7-12 (numerator and denominator) are used in determining AEA ratings.
- *Economically Disadvantaged.* Those students who were NOT reported in enrollment in any district on the 2003-04 PEIMS Submission 1 cannot be coded as economically disadvantaged. If a student is economically disadvantaged at any district or campus, he/she is deemed economically disadvantaged at all districts and campuses.
- *Underreported Leavers.* Information about students reported in either enrollment or attendance in grades 7-12 the prior year but who were not reported as either enrolled or as leavers in the current year can be found through the *Edit+* reports.
- *Leaver Codes.* Districts are required to report the status of all students who were enrolled in grades 7 - 12 in the district during the prior school year. Students either continue to be enrolled in the district or they leave the district. If students leave the district, the district reports a leaver reason for each student. Only students reported with selected PEIMS leaver codes (those with *no* asterisk in the table on the next page) are defined as dropouts. Students who leave due to reasons identified with an asterisk are not counted as dropouts.

**Table 26: Leaver Codes**

<b>Code</b>	<b>Translation</b>	<b>Category of Leaver</b>
01*	Graduated	Completed High School Program
02	Pursue Job/Job Training	Employment
03*	Died	Other
04	Join the Military	Employment
08	Pregnancy	Family
09	Marriage	Family
10	Alcohol/Other Drug Abuse Prob	Other
14	Age	Academic Performance
15	Homeless or Non-perm Resident	Family
16*	Return to Home Country	Other
19*	Failed Exit TAAS or TAKS/Met Grad Req	Completed High School Program
21*	Official Trans to Oth TX Dist	Moved to Other Educational Setting
22*	Alt Pgm-Working Toward Diploma/Certificate	Moved to Other Educational Setting
24*	College, Pursue Degree	Moved to Other Educational Setting
30*	Enter Health Care Facility	Other
31*	Completed GED	Completed High School Program
60*	Home Schooling	Moved to Other Educational Setting
61*	Incarcerated Outside District	Other
63*	Graduated-Returned-Left Again	Completed High School Program
64*	GED-Returned-Left Again	Completed High School Program
66*	Removed-Child Protective Svcs	Family
72*	Court Ordered Alternative Prog	Moved to Other Educational Setting
78*	Expelled, Cannot Return	Withdrawn by School District
79	Expelled, Can Return, Has Not	Withdrawn by School District
80*	Enroll In Other TX Public Sch	Moved to Other Educational Setting
81*	Enroll In TX Private School	Moved to Other Educational Setting
82*	Enroll In School Outside Texas	Moved to Other Educational Setting
83*	Administrative Withdrawal	Withdrawn by School District
84	Academic Performance	Academic Performance
99	Other (Unknown or Not Listed)	Other

\* Codes with asterisks are not counted as dropouts in determining the 2005 state accountability ratings.

- *Excluded Records.* TEA performs an automated check against other state data sources to locate reported dropouts in other educational settings. Districts and campuses are held accountable for their *official* dropouts, that is, those reported dropouts whose records are *not* excluded by this automated check. The automated check at the state level removes dropout records from the count if they:
  - received a GED certificate and appear on the Agency's GED file as of March of the year of the PEIMS submission;
  - are found in attendance or enrollment in another public school district;
  - are ADA ineligible;
  - were reported by more than one district and last district attended can't be determined.
  - graduated from a Texas public school; or
  - were previously counted as a dropout.
- *Campus of Accountability.* The vast majority of leavers are assigned to the campuses they were attending when they left the Texas public school system. However, a student being served at a Disciplinary Alternative Education Program (DAEP), a Juvenile Justice Alternative Education Program (JJAEP), or a registered Alternative Education Program (AEP) for less than 85 days is assigned to a "campus of accountability." Campus of accountability may be reported by the district or may be determined by the agency based on PEIMS attendance records reported for the prior year. A detailed table showing assignment in specific situations may be found in the section of the *PEIMS Data Standards* describing the student demographic data (Record Type 101).
- *District of Accountability.* In certain cases, TEA attributes dropouts across district boundaries to a district different from the reporting district, such as:
  - A district that has a privately operated residential treatment center (RTC) within its geographic boundaries is not held accountable for students who drop out if they are from outside the district and were served at the center for fewer than 85 days.
  - A district that has a registered pre-adjudication detention center or post-adjudication correctional facility within its geographic boundaries is not held accountable for students who drop out if they are from outside the district.
 TEA is able to attribute the dropouts to the appropriate sending campus and district by using student attribution codes and attendance data collected through PEIMS.
- *Primary and Secondary Sources.* Secondary sources are used when the primary source does not contain a match for the economic status or ethnicity of every student.

## ATTENDANCE RATE

### Methodology:

$$\frac{\text{total number of days students in grades 1-12 were present (from PEIMS 400)}}{\text{total number of days students in grades 1-12 were in membership (from PEIMS 400)}}$$

**Year of Data:** 2003-04

### Student Demographics:

	Economic Status	Ethnicity
<b>Source</b>	PEIMS 110	PEIMS 101
<b>Date</b>	October 2003	October 2003

**COMMENDED PERFORMANCE:****READING/ELA, MATHEMATICS, WRITING, SCIENCE, SOCIAL STUDIES****Methodology:**

$$\frac{\text{number of test takers achieving } \textit{Commended Performance} \text{ on TAKS (by subject) (from Pearson)}}{\text{total number TAKS test takers (by subject) (from Pearson)}}$$

**Year of Data:** 2005 (Spring TAKS Administration)

**Student Demographics:**

	<b>Economic Status</b>	<b>Ethnicity</b>
<b>Source</b>	PEIMS 110	PEIMS 101
<b>Date</b>	October 2004	October 2004

**Other Information:**

- *Student Information.* The testing contactor, Pearson Educational Measurement, pre-codes student information onto the answer documents from PEIMS data (see record types, above), or from district-supplied data files. The answer documents may also be coded by district staff on the day of testing.

**COMPARABLE IMPROVEMENT:****READING/ELA, MATHEMATICS****Methodology:**

$$\frac{\text{sum of matched student TGI values (by subject) (from Pearson)}}{\text{total number of matched TAKS test takers (by subject) (from Pearson)}}$$

**Years of Data:** 2005 and 2004 (Spring TAKS Administrations)

**Student Demographics:** Comparable Improvement is not disaggregated by ethnicity or economic status.

**Other Information:**

- *Texas Growth Index (TGI).* The TGI measures individual student growth on TAKS from one year to the next. See *Appendix E – Texas Growth Index* for a detailed explanation.
- *Group.* Each campus has a unique comparison group of 40 campuses which closely match that campus on six demographic characteristics, including percent of African American students, Hispanic students, White students, economically disadvantaged students, limited English proficient students, and mobile students. See *Appendix F – Campus Comparison Group* for a detailed explanation.
- *Quartiles.* Within each 40 member campus comparison group, campus average TGI values are arranged from highest to lowest. Campuses with average TGI values within the top quartile (the top 25%) of their group qualify for CI acknowledgment.

## COMPLETION RATE II

### Methodology:

$$\frac{\text{number of completers (from PEIMS 101, 110, 203, 400 records and GED)}}{\text{number in class (from PEIMS 101, 110, 203, 400 records and GED)}}$$

**Years of Data:** Class of 2004 (9<sup>th</sup> graders of 2000-01, and their status in 2001-02, 2002-03, 2003-04, and 2004-05)

### Student Demographics:

	Economic Status	Ethnicity	At Risk
Source	PEIMS 110	PEIMS 101	PEIMS 110
Date	October of year of final status	June of year of final status	October of year of final status

### Other Information:

- *Class vs. Cohort.* The denominator of the Completion Rate II calculation is defined as the “class.” The class is the sum of students from the original cohort who have a final status of “graduated,” “continued,” “received GED,” or “dropped out.” There are other students who are members of the original cohort but whose final status does not affect the completion rate calculation. These are:
  - students with a final status that is not considered to be either a completer or a dropout. Examples include students who left public school to be home schooled and students who left school to attend off-campus GED preparation programs; and,
  - students whose final status could not be determined because data errors prevented records from being matched.Students in the cohort but not in the class do not affect the completion rate calculation at all—they are neither in the numerator or the denominator. All rates are based on members of the class.
- *Cohort Members.* Results are based on the original cohort, that is, those students who first attended 9<sup>th</sup> grade in 2000-01, whether the student remained on grade level or not.
- *Standard and AEA Procedures.* The same methodology is used for both standard and AEA procedures. Under certain circumstances, completion rates for at-risk students are evaluated under AEA procedures. At-risk completion rates are not used under standard procedures.

## RECOMMENDED HIGH SCHOOL PROGRAM

### Methodology:

$$\frac{\text{number of graduates reported with graduation codes for Recommended High School Program or Distinguished Achievement Program (from PEIMS 203)}}{\text{number of graduates (from PEIMS 203)}}$$

**Year of Data:** Class of 2004

**Student Demographics:**

	<b>Economic Status</b>	<b>Ethnicity</b>
<b>Source</b>	PEIMS 110 (primary) PEIMS 203 (secondary)	PEIMS 101
<b>Date</b>	October 2003 October 2004	October 2003

**Other Information:**

- *Graduation Requirements.* The State Board of Education has by rule defined the graduation requirements for Texas public school students. The rule delineates specific requirements for three levels: minimum requirements, the Recommended High School Program (RHSP), and the Distinguished Achievement Program (DAP).
- *Graduation Types.* RHSP graduates are students with type codes of 10, 14, 15, 19, or 22; DAP graduates are students with type codes of 09, 16, 17, 20, or 23. See the *PEIMS Data Standards* for more information.
- *Primary and Secondary Sources.* Secondary sources are used when the primary source does not contain a match for the economic status of every student.

**SAT/ACT RESULTS****Methodology:***Participation:*

$$\frac{\text{number of graduates taking either the SAT or the ACT (from College Board and ACT)}}{\text{total non-special education graduates (from PEIMS 203)}}$$

*Performance:*

$$\frac{\text{number of examinees at or above the criterion score (from College Board and ACT)}}{\text{number of graduates taking either the SAT or ACT (from College Board and ACT)}}$$

**Year of Data:** Class of 2004**Student Demographics:**

	<b>Economic Status</b>	<b>Ethnicity</b>	<b>Special Education Status</b>
<b>Source</b>	n/a	PEIMS 101 (primary) College Board and IBO (secondary)	PEIMS 405 PEIMS 203
<b>Date</b>	n/a	October 2003, May 2004	June 2004, October 2004

**Other Information:**

- *Primary and Secondary Sources.* Secondary sources are used when the primary source does not contain a match for the ethnicity of every student.
- *Special Education.* Those students reported as special education in all six of the six-week attendance periods, or for whom the graduation type code on the 203 leaver record indicates special education, are removed from the count of total graduates used in the denominator of the participation calculation.

## STATE-DEVELOPED ALTERNATIVE ASSESSMENT II

### Methodology:

$$\frac{\text{number of SDAA II tests meeting ARD expectations (from Pearson)}}{\text{number of SDAA II tests taken (from Pearson)}}$$

**Year of Data:** 2005 (Spring SDAA II Administration)

### Student Demographics:

	Economic Status	Ethnicity
Source	PEIMS 110	PEIMS 101
Date	October 2004	October 2004

### Other Information:

- *Student Information.* The testing contactor, Pearson Educational Measurement, pre-codes student information onto the answer documents from PEIMS data (see record types, above), or from district-supplied data files. The answer documents may also be coded by district staff on the day of testing.

## TAAS/TASP EQUIVALENCY

### Methodology:

$$\frac{\text{number of graduates meeting TAAS/TASP equivalency standards for all subjects taken on their first TAAS exit-level administration (from Pearson)}}{\text{number of first-time tested graduates (from PEIMS 203)}}$$

**Year of Data:** Class of 2004 (includes TAAS performance in 2002, 2003, and 2004)

### Student Demographics:

	Economic Status	Ethnicity
Source	PEIMS 110	PEIMS 101
Date	October 2004	October 2004

### Other Information:

- *Equivalency Calculation.* TEA determines which students met the TASP equivalency, based on an equivalency standard, not on actual TASP performance.
- *Graduates Included.* Class of 2004 includes TAAS performance of 10<sup>th</sup> graders (first-time test takers) in 2002, TAAS performance of 11<sup>th</sup> graders (first-time test takers) in 2003, and TAAS performance of 12<sup>th</sup> graders (first-time test takers) in 2004.
- *Last Year for TAAS/TASP GPA.* The class of 2004 is the last class with students who are able to graduate under the TAAS graduation requirements.
- *Student Information.* The testing contactor, Pearson Educational Measurement, pre-codes student information onto the answer documents from PEIMS data (see record types, above), or from district-supplied data files. The answer documents may also be coded by district staff on the day of testing.



## TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS

### Methodology:

$$\frac{\text{number of students passing TAKS (by subject) (from Pearson)}}{\text{total number TAKS test takers (by subject) (from Pearson)}}$$

**Year of Data:** 2005 (Spring TAKS Administration)

### Student Demographics:

	Economic Status	Ethnicity
Source	PEIMS 110	PEIMS 101
Date	October 2004	October 2004

### Other Information:

- *Student Information.* The testing contactor, Pearson Educational Measurement, pre-codes student information onto the answer documents from PEIMS data (see record types, above), or from district-supplied data files. The answer documents may also be coded by district staff on the day of testing.

## TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS – PROGRESS INDICATOR

### Methodology:

$$\frac{\text{number of TAKS tests that meet the standard or have a TGI} \geq 0 \text{ and} \\ \text{number of TAKS exit-level retests that meet the standard (from Pearson)}}{\text{number TAKS tests taken and number of TAKS exit-level retests} \\ \text{that meet the standard (from Pearson)}}$$

**Years of Data:** 2005 and 2004 (Spring TAKS Administrations)

### Student Demographics:

	Economic Status	Ethnicity
Source	PEIMS 110	PEIMS 101
Date	October 2004, October 2003	October 2004, October 2003

### Other Information:

- *Texas Growth Index (TGI).* The TGI measures individual student growth on TAKS from one year to the next. See *Appendix E – Texas Growth Index* for a detailed explanation.
- *Matched Demographics.* If discrepancies in student demographics are found between test administrations, the information on the most current administration is used.
- *Student Information.* The testing contactor, Pearson Educational Measurement, pre-codes student information onto the answer documents from PEIMS data (see record types, above), or from district-supplied data files. The answer documents may also be coded by district staff on the day of testing.



# Appendix E – Texas Growth Index

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## WHAT IS TGI

The Texas Growth Index (TGI) is an estimate of a student's academic growth on the TAKS tests, over two consecutive years (in consecutive grades).

For the state accountability system, it is used in two ways:

- to calculate Gold Performance Acknowledgments for Comparable Improvement in Reading/ELA and Mathematics; and
- to calculate the TAKS Progress Indicator under the alternative education accountability (AEA) procedures.

The parameters used to determine TGI (shown in the tables below) were developed using the empirical data from the base comparison years — spring 2003 to spring 2004.

## CALCULATING TGI

The following steps are used to determine student-level TGI. Student growth is estimated as a line with an intercept (or starting point) and slope (or increase).

- Step 1: Find the starting point for an individual student in the row of the table below that matches that student's grade and subject.
- Step 2: Take the student's scale score in 2004.
- Step 3: Find the increase for that student in the row of the table below that matches that student's grade and subject.
- Step 4: Multiply the student's scale score from 2004 by the increase.
- Step 5: Add the amount from Step 1 and the total from Step 4. This is the expected student scale score for 2005.
- Step 6: Take the student's scale score from 2005 and subtract the expected student score from it. This number is the difference in expectation.
- Step 7: Calculate Adjusted TGI by dividing the result from Step 6 by the Adjustment factor shown on the tables below. Round to the second decimal place.
- Step 8: If the difference in expectation is positive, that student's performance grew more than expected. If the difference in expectation is negative, that student's performance grew less than expected.

A TGI of zero means that the year-to-year change in average scale score is equal to the average predicted change as calculated in the 2003 to 2004 base comparison years. A positive TGI means the group demonstrated growth that is larger than the expected growth for that group. A negative TGI indicates the group grew less than expected.

**Table 27: TGI Growth Equation Parameters – Mathematics and Science**

Growth Grades	Subject	Starting Point	Increase	Adjustment
3-4	Math	-3.38	1.006	138.07
3-4 (Spanish)	Math	-903.49	1.44	190.11
4-5	Math	-530.83	1.258	160.01
4-5 (Spanish)	Math	-32.22	1.03	160.29
5-6	Math	-167.96	1.085	152.94
5-6 (Spanish)	Math	-11.10	1.04	173.12
6-7	Math	612.26	0.705	95.40
7-8	Math	-544.89	1.269	118.89
8-9	Math	-775.75	1.378	136.19
9-10	Math	480.79	0.773	95.47
10-11	Math	-138.428	1.092	104.38
10-11	Science	410.23	0.832	75.94

**Table 28: TGI Growth Equation Parameters – Reading, ELA, and Social Studies**

Growth Grades	Subject	Starting Point	Increase	Adjustment
3-4	Reading	-12.89	0.993	135.97
3-4 (Spanish)	Reading	-158.07	1.03	158.44
4-5	Reading	-520.23	1.235	149.93
4-5 (Spanish)	Reading	-480.94	1.24	159.13
5-6	Reading	-66.29	1.066	151.85
5-6 (Spanish)	Reading	109.69	.99	143.36
6-7	Reading	372.28	0.827	126.53
7-8	Reading	-87.53	1.065	128.61
8-9	Reading	712.12	0.663	101.31
9-10	Reading/ELA	535.21	0.762	91.11
10-11	ELA	128.38	0.962	96.41
10-11	Social Studies	464.43	0.810	93.98

*TGI growth equation parameters were calculated over the 2003 to 2004 base comparison years. These base calculations will be applied in measuring growth across subsequent years.*

### ***Exhibit 3: Sample TGI Calculation***

Suppose you wish to examine a student's math growth from Grade 10 to Grade 11. Suppose that student had a scale score of 2188 in Grade 10 and a scale score of 2161 in Grade 11.

	STEPS	EXAMPLE VALUES
Step 1	Find the starting point for that student in the row of the table that matches that student's grade and subject.	-138.428
Step 2	Take the student's scale score in the first year.	2188
Step 3	Find the increase for that student in the row of the table that matches that student's grade and subject.	1.092
Step 4	Multiply student's scale score from the first year by the increase.	$2188 \times 1.092 = 2389.296$
Step 5	Add the amount from Step 1 and the total from Step 4. This is the <b>expected student scale score for the second year</b> .	$-138.428 + 2389.296 = 2250.868$
Step 6	Take the student's scale score from the second year and subtract the expected student score from it. This number is the <b>difference in expectation</b> .	$2161 - 2250.868 = -89.868$
Step 7	Calculate Adjusted TGI by dividing the result from Step 6 by the Adjustment factor shown on the tables below. Round to the second decimal place.	$-89.868 / 104.38 = -0.86$
Step 8	If the difference in expectation is positive, that student grew more than expected. If the difference in expectation is negative, that student grew less than expected.	Since -0.86 is negative, the student grew <b>less</b> than expected.

### **APPROPRIATE USE OF THE TEXAS GROWTH INDEX**

The TGI was primarily designed for use in accountability. It was designed to be used at the school and district level. It is not intended for use for individual students. In addition, the TGI is based on TAKS scale score changes between spring 2003 and spring 2004. The analyses establishing the TGI did not include re-testing students. Therefore, it should not be calculated for students re-testing on either the Exit TAKS or TAKS re-test administrations at the SSI grades. Finally, the TGI was not designed to compare the growth of different classrooms within a school and therefore should not be used to evaluate teachers.

## HOW TGI IS USED IN DETERMINING COMPARABLE IMPROVEMENT

Comparable Improvement (CI) is calculated separately for TAKS reading/ELA and TAKS mathematics. The student-level TGI values are aggregated to the campus level to create an average TGI for each campus.

### Who is included:

Students included in a school's CI are those who:

- took the spring 2005 TAKS reading/ELA and/or mathematics tests, in grades 4 - 11
- are part of the 2005 *Accountability Subset* (see *Chapter 2 – The Basics: Base Indicators*); and,
- can be matched to the spring 2004 TAKS administration—anywhere in the state—to find their prior year TAKS performance for reading/ELA, and/or mathematics.
- have been promoted to one higher grade than in 2004.

### Calculating Average TGI:

$$\text{average TGI(reading/ELA)} = \frac{\text{sum of individual student TGI values for reading/ELA}}{\text{total number of students with TGI in reading/ELA}}$$

$$\text{average TGI(mathematics)} = \frac{\text{sum of individual student TGI values for mathematics}}{\text{total number of students with TGI in mathematics}}$$

Once the average TGI is determined, it is listed with the other 40 average TGIs of the school's comparison group. The schools are arranged from highest to lowest average TGI. If the target school falls in the top quartile and all other eligibility criteria are met, it is awarded a Gold Performance Acknowledgment for Comparable Improvement. This is calculated separately by subject.

### Other information:

- *Re-testers.* The analyses establishing the TGI did not include the re-test administrations, that is, it is calculated from the first administration for grade 11 exit-level students, and for the first administration in the SSI grades — grade 3 reading and grade 5 reading and mathematics.
- *Quartile Size.* Because there are 40 schools in a comparison group, there are usually 10 schools in each quartile (with the target school being the 11th school in its quartile). Exceptions to this occur when a group has tied average TGI values at the border between quartiles, or when a school in a group has too few “matched students,” and is therefore not assigned an average TGI value or a quartile. This will cause the number of schools in each quartile to vary.
- *Quartile Rank.* High growth values do not necessarily imply that more students are passing the TAKS. It simply evaluates the performance growth of all students regardless of whether they passed or failed.

- *Quartile Position Across Subjects.* A school's quartile position can vary by subject. For instance, a school may be Q1 in reading, but it may be Q2 in mathematics. Quartile position is relative to the performance of the other schools in the group.
- *Quartile Position Across Groups.* A school may be Q1 for its own group and Q4 as a member of another school's group. (However, the quartile value evaluated for a particular school is the one determined for the school's own group.)
- *Minimum Size.* Any school with fewer than 10 matched students for a subject will not have average TGI values calculated and will not be assigned a quartile position.
- *Number of Matched Students.* The number of matched students for reading may differ from the number of matched students for mathematics.
- *TGI Uses.* The TGI is not intended for use with individual students, nor is it intended for comparing the growth of different classrooms within a school to evaluate teachers.

For a more detailed explanation of *Gold Performance Acknowledgment*, see the *Chapter 5 – Gold Performance Acknowledgments*.

## **HOW TGI IS USED IN DETERMINING THE TAKS PROGRESS MEASURE**

The TAKS Progress Measure is used in evaluating registered alternative education campuses (AECs). For an explanation of how TGI is used in the Progress Measure, see *Chapter 11 – AEA Base Measures*.





## Appendix F – Campus Comparison Group

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Each campus is in a unique comparison group of 40 other public schools (from anywhere in the state), that closely matches that school on six characteristics. Comparison groups are provided so that schools can compare their performance—shown on AEIS reports—to that of other schools with whom they are demographically similar. Comparison groups are also used for determining Comparable Improvement (See *Chapter 5 – Gold Performance Acknowledgments* and *Appendix E – Texas Growth Index*).

The demographic characteristics used to construct the campus comparison groups include those defined in statute as well as others found to be statistically related to performance. They are:

- the percent of African American students enrolled for 2004-05;
- the percent of Hispanic students enrolled for 2004-05;
- the percent of White students enrolled for 2004-05;
- the percent of economically disadvantaged students enrolled for 2004-05;
- the percent of limited English proficient (LEP) students enrolled for 2004-05; and
- the percent of mobile students as determined from 2003-04 cumulative attendance.

All schools are first grouped by type (elementary, middle, high school, or multi-level). Then the group is determined on the basis of the most predominant features at the target school. Let's say, for example, that Sample High School has the following percentages for the six groups:

- 7.6% African American,
- 36.8% Hispanic,
- 53.9% White,
- 28.2% economically disadvantaged,
- 10.7% limited English proficient, and
- 23.7% mobile students.

Of these features, the most predominant (*i.e.*, the largest) is the percent of White students, followed by the percent of Hispanic students, the percent of economically disadvantaged students, the percent of mobile students, the percent of limited English proficient students, and finally, the percent of African American students. The following steps illustrate how the group is determined from the pool of all high schools:

- Step 1: 100 high school campuses having percentages closest to 53.9% White students are identified;
- Step 2: 10 schools from the initial group of 100 are eliminated on the basis of being most distant from the value of 36.8% Hispanic;
- Step 3: 10 of the remaining 90 schools which are most distant from 28.2% economically disadvantaged students are eliminated;

- Step 4: 10 of the remaining 80 schools which are most distant from 23.7% mobile students are eliminated;
- Step 5: 10 of the remaining 70 schools which are most distant from 10.7% limited English proficient students are eliminated;
- Step 6: 10 of the remaining 60 schools which are most distant from 7.6% African American students are eliminated; and
- Step 7: 10 of the remaining 50 schools which are most distant from 7.6% African American and/or 28.2% economically disadvantaged students are eliminated. (This last reduction step is based on the least predominant characteristics among the four student groups evaluated in the accountability system: African American, Hispanic, White, and economically disadvantaged.)

The final group size is 40 schools. This methodology creates a unique comparison group for every campus.

**Other Information:**

- Comparison groups are recreated each year to account for changes in demographics that may occur.
- With this methodology, the number of times a school appears as a member of other groups will vary.
- In cases where the campus has a missing mobility value, the district's average mobility is used as a proxy. This will happen for schools in their first year of operation, since mobility is based on prior year data.
- Districts are not grouped.

## Appendix G – Contacts

The *2005 Accountability Manual* contains detailed information about all aspects of the accountability system for Texas public schools and districts. However, if questions remain, your Education Service Center representatives are available for further assistance.

### ESC ACCOUNTABILITY CONTACTS

ESC	Name	Email Address	Phone Number
1	Lisa Conner Martin Peña	lconner@esconett.org martin.pena@esc1.net	(956) 984-6027 (956) 984-6084
2	Linda Villarreal	lvillarreal1@esc2.net	(361) 561-8404
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7	Heather Christie	hchristie@esc7.net	(903) 988-6803
8	Judy Caskey	jcasky@reg8.net	(903) 572-8551 ext. 2603
9	Vicki Holland	vicki.holland@esc9.net	(940) 322-6928
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14	Susan Anderson	sanderson@esc14.net	(325) 675-8674 ext. 674
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16	Melissa Shaver	melissa.shaver@esc16.net	(806) 677-5149
17	Holly Lee	hollylee@esc17.net	(806) 792-4000 ext. 859
18	James Collett Marie Lambert Kaye Orr	jcollett@esc18.net mlambert@esc18.net kayeorr@esc18.net	(432) 567-3220 (432) 567-3230 (432) 567-3244
19	Barron White	bwhite@esc19.net	(915) 780-5014
20	Rick Alvarado Sheila Collazo	richard.alvarado@esc20.net sheila.collazo@esc20.net	(210) 370-5621 (210) 370-5481

## OTHER CONTACTS

Questions related to indicators, programs, and policies not covered in the *Manual* should be directed to the appropriate contact listed below. *All telephone numbers are in the (512) area code unless otherwise indicated.*

Subject	Contact	Number
AEIS Reports	Performance Reporting	463-9704
Accountability Ratings (methodology)	Performance Reporting	463-9704
Adequate Yearly Progress (AYP)	Performance Reporting	463-9704
Alternative Education Accountability	Performance Reporting	463-9704
Appeals	Performance Reporting	463-9704
ARD Exemptions		
SDAA II	Student Assessment	463-9536
Other Issues	Special Education	463-9414
Blue Ribbon Schools	Communications	463-9000
Campus ID (changing)	Accountability Research	475-3523
Charter Schools	Charter Schools	463-9575
College Admissions Tests:		
SAT	College Board, Southwestern Regional Office	891-8400
ACT	ACT Regional Office	345-1949
DAEP	Chapter 37 – Safe Schools	463-9982
Gold Performance Acknowledgment	Performance Reporting	463-9704
Indicator Methodology:		
Advanced Course Completion	Performance Reporting	463-9704
AP/IB Results	Accountability Research	475-3523
Attendance Rate	Performance Reporting	463-9704
Dropouts	Accountability Research	475-3523
Commended Performance	Performance Reporting	463-9704
Comparable Improvement	Performance Reporting	463-9704
Completion	Accountability Research	475-3523
Recommended High School Program	Performance Reporting	463-9704
SAT/ACT Results	Accountability Research	475-3523
SDAA II	Performance Reporting	463-9704
TAAS/TASP Equivalency	Performance Reporting	463-9704
TAKS	Performance Reporting	463-9704
Interventions	Program Monitoring and Interventions	463-9414
Investigations	Program Monitoring and Interventions	463-9414
JJAEP	Chapter 37 – Safe Schools	463-9982
Leavers	Accountability Research	475-3523
No Child Left Behind Act	NCLB Program Coordination	463-9374
PEIMS	PEIMS HelpLine	936-7346
Public Education Grant (PEG)	Field Services	463-5899
Public Hearings	Program Monitoring and Interventions	463-9414
Recommended High School Program	Curriculum	463-9581
Retention Policy	Curriculum	463-9581
School Report Card	Performance Reporting	463-9704
SDAA II	Student Assessment	463-9536
Special Education	Special Education	463-9414
Statutory (Legal) Issues	Legal Services	463-9720
TAKS	Student Assessment	463-9536
TAKS Testing Contractor	Pearson Educational Measurement	800-252-9186
Texas Success Initiative (TSI)	THECB	427-6525

## WEB LINKS

A great deal of information and a great many reports can be accessed online. The following weblinks can be used to gather supplemental information.

- Accountability Research ..... [www.tea.state.tx.us/research/index.html](http://www.tea.state.tx.us/research/index.html)  
*Provides publications on Dropouts, Retention, College Admissions, and many other topics.*
- Adequate Yearly Progress..... [www.tea.state.tx.us/ayp/index.html](http://www.tea.state.tx.us/ayp/index.html)  
*Provides data tables with AYP numbers for each campus and district, the AYP Guide, and other information related to AYP.*
- Alternative Education Accountability..... [www.tea.state.tx.us/aea/index.html](http://www.tea.state.tx.us/aea/index.html)  
*Provides extensive information on Alternative Education Accountability.*
- Charter School ..... [www.tea.state.tx.us/charter/index.html](http://www.tea.state.tx.us/charter/index.html)  
*Provides lists of schools, contact information, and answers to frequently asked questions.*
- No Child Left Behind..... [www.tea.state.tx.us/nclb/index.html](http://www.tea.state.tx.us/nclb/index.html)  
*Provides information on Title I, II, III, IV, V, and VI programs and other aspects of NCLB.*
- PEIMS ..... [www.tea.state.tx.us/peims/index.html](http://www.tea.state.tx.us/peims/index.html)  
*Provides publications such as the Data Standards, as well as the Standard Reports.*
- Performance Based Monitoring ..... <http://www.tea.state.tx.us/pbm/index.html>  
*Provides Performance-Based Monitoring Analysis System (PBMAS) reports and information related to data integrity issues.*
- Performance Reporting ..... [www.tea.state.tx.us/perfreport/index.html](http://www.tea.state.tx.us/perfreport/index.html)  
*Provides data tables with all accountability data for each campus and district, AEIS reports, School Report Cards, and other publications.*
- Program Interventions and Monitoring..... <http://www.tea.state.tx.us/pmi/index.html>  
*Provides information about Accreditation Monitoring, Performance-Based Monitoring, Complaints, and Equal Educational Opportunity Management*
- Special Education..... [www.tea.state.tx.us/special.ed/index.html](http://www.tea.state.tx.us/special.ed/index.html)  
*Provides extensive information about special education and the ARD process.*
- Student Assessment ..... [www.tea.state.tx.us/student.assessment/index.html](http://www.tea.state.tx.us/student.assessment/index.html)  
*Provides extensive information on the statewide assessment program.*
- Texas Higher Education Coordinating Board..... [www.theccb.state.tx.us/](http://www.theccb.state.tx.us/)  
*Provides information on the Texas Success Initiative (TSI) as well as extensive information on Texas public universities and community colleges.*



## Appendix H - Acknowledgments

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Many people have contributed to the development of the *2005 Accountability Manual*. The project staff wish to thank these individuals for their expert advice and prompt review of our materials. Their comments greatly enhanced the accuracy and format of the document.

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## **Educator Focus Group on Accountability**

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Representatives from districts and regional service centers met in February 2005 to participate in updating the accountability system. We appreciate these individuals — their hard work and the creative and efficient ways they resolved many of the issues facing us.

Iris Amon, Ass't Sup't for Research, Evaluation, & Assessment, *San Antonio ISD, Region 20*

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Mary Ann Whiteker, Superintendent, *Hudson ISD, Region 7*



## Commissioner's Accountability Advisory Committee

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Representatives from legislative offices, school districts, and the business community were invited to participate in resolving issues critical to the accountability system. The Commissioner's Accountability Advisory Committee met in March 2005. We appreciate these individuals and their efforts to creatively and fairly resolve the accountability issues addressed.

### SCHOOL DISTRICT / ESC REPRESENTATIVES

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Harrison Keller	Special Assistant for Education, <i>Office of the Speaker of the House</i>
Ursula Parks	Public Education Team Manager, <i>Legislative Budget Board</i>
Andrea Sheridan	Special Assistant for Education, <i>Office of the Lieutenant Governor</i>
Todd Webster	Public Education Policy Director, <i>Office of the Governor</i>

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John Stevens	Executive Director, <i>Texas Business and Education Coalition</i>
Jeri Stone	Exec. Director/Gen. Counsel, <i>Texas Classroom Teachers Association</i>
Johnny Veselka	Executive Director, <i>Texas Association of School Administrators</i>
Darv Winick	President, <i>Winick Consultants</i>

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